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ABSTRACT

This evaluation report of one alternative high school in New York City analyzes the academic achievement, attendance, testing, academic credit, English language proficiency, and attitudes of the sixty minority students who attended this urban prep school in Chinatown. Three fifths of the students in the program were recent Chinese immigrants. The support for this urban street academy was provided by the joint efforts of the community, private corporations, the State Urban Education fund (for the teaching staff salaries) and the "home" high schools (Seward Park and Haaren). All of these groups joined together as Break Free, Incorporated, the non-profit organization which supported the program. The results of the program showed improved attendance, little gain in academic achievement, little gain in standardized test scores (this was hampered by the lack of previous year data), improved English language proficiency, and positive student attitudes toward the school by most of the students. Teachers also expressed positive attitudes toward the school although they indicated a need for more teaching materials and curriculum assistance. This program was evaluated as successful, but the need for help with administrative problems, curriculum development, faculty interaction and better policies for student selection and retention was recognized. An appendix includes evaluation instruments used. (Author/PR)

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Final Report — First Year of Operation

L O W E R E A S T S I D E P R E P :

An Alternative to the Conventional High School Program

Formerly: C H I N A T O W N A C A D E M Y

September 14, 1970 - July 31, 1971

Prepared by

Seth F. Wohl

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A New York State Urban Education - Quality Incentive Program with the Assistance of Morgan Guaranty Trust Company -- Break Free, Inc.

BUREAU OF EDUCATIONAL RESEARCH

Samuel D. McClelland, Acting Director
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P. N.

November 1971

A C K N O W L E D G E M E N T S

First credit is due the founders of Lower East Side Prep who as former directors of Street Academies, developed the concept of an urban prep school and led it through its first year of turmoil and growth-- Michael Gill, Thomas Grant and Mark Rohloff.

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Credit goes to the teacher-coordinator for liaison between the home high school and the prep school, and development of the first comprehensive evaluation study of Lower East Side Prep-- Nancy Seidman.

Provision of physical facilities, equiping classrooms, providing salaries for non-State funded personnel and guidance is credit due to private industry-- Morgan Guaranty Trust Company through its Urban Affairs Department, Robert Longly, Director and Griffith "Fritz" Mark, Assistant Director; and, Break Free, Incorporated, the non-profit youthwork agency developed from the Young Life Campaign movement, and which dispenses the Morgan Trust's educational funds through its Executive Director and his Assistant, Maurice Weir and Peter Keiser.

The school could not have moved forward without its loyal, unique staff workers on the line:

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Jackie Robinson, Social Studies
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Killy Wong, bilingual instruction
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Larry Hester-Bey, Head Streetworker
Jose Cruz, Streetworker
"Moe" Ying Lew, Streetworker.

sfw.

Final Report -- First Year of Operation
L O W E R E A S T S I D E P R E P

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A B S T R A C T
OF THE PROJECT

LOWER EAST SIDE PREP
Formerly: Chinatown Academy

This is an alternative experimental Urban Prep School covering four years of secondary schooling to completion with academic diploma, and serving 60 minority youth high school dropout-returnees, 3/5ths of whom are recent Chinese immigrants. It was evolved from two antecedent Street Academies serving as remediation centers only. It has been defined as a community's response to a need for a more personalized and supportive complete educational environment for youths unable to finish their diploma requirements in the large metropolitan high schools.

Support is shared between private corporations providing administration, the educational facility in the financial district near Chinatown, and community liaison through streetworkers on the one hand; and State Urban Education funding which supports the teaching staff, coordination with "home"high schools (Seward Park and Haaren), and instructional materials and educational media on the other. The private educational non-profit organization constituted solely to support youth work in the Lower East Side that administers the corporate grants to the Urban Prep School through its Board of Directors—is Break Free, Incorporated.

Attendance. In first year attendance improvement at the Urban Prep School over that of the previously attended metropolitan high schools, the 74% gain in absence reduction exceeds the criterion level established in the design for the program, on a term-by-term comparison basis, and omitting the special conditions obtaining during the third (spring-summer) trimester which extended into the second funded year. These gains in absence reduction were statistically significant at the 1% level of confidence. The student dropout rate was computed outside the absence figures at approximately 25% per trimester.

Academic Achievement. Gains in academic achievement failed to reach the established 40% to 60% criterion level in the design in 10 out of 13 courses

evaluated. Only for mathematics courses was the criterion range reached or exceeded. Although all courses produced gains in measured academic achievement (ranging from 05% to 63% in 4 major subject areas), these gains proved of statistical significance in only about half (7 courses out of 13) the courses evaluated.

Standardized Testing. There was no statistical significance shown in gains in reading and in arithmetic over a half-year test-retest with the Metropolitan Achievement Test Battery for a small sample size of only 8 students available for retest. Reading gains were +0.3 year; arithmetic showed a loss of -0.5 year. There was no reliable comparison data on Metropolitan tests within the previous year of dropout from the "home" high schools.

Credits Earned. Because so few credits toward graduation were earned, the pre-program year in public high schools from which participants dropped out, the 40% to 60% criterion level established in the design for increase in credits earned at Lower East Side Prep was exceeded by more than 6:1 (or 340%). This tremendous average gain was statistically significant at the 1% level of confidence.

English Language Proficiency. The test-retest of foreign born (Chinese) E S L bi-lingual students showed a gain (42%) exceeding the criterion level established in the program design for the small group retested (12) which was also statistically significant at the 1% level of confidence.

Attitude Surveys. Students expressed strong positivity toward the first year at Lower East Side Prep (about 2/3rds), about 1/4th were neutral in attitude, and only about 1/10th negative. They much favored the Urban Prep School over the large metropolitan public high school, and about 2/3rds of them saw their graduation credits earned as preparation toward college entrance.

Teachers also expressed positive attitudes toward the intimate atmosphere and close rapport at the alternative school, but decried the lack of teaching materials, audio-visual aids, and curriculum assistance. Teachers also lacked cohesiveness in working together.

Implementation. Thorough observational analysis showed that all aspects of the program were implemented during the first year except the incompleted language laboratory component--materials for it failed to arrive. Administrative problems have continued unabated, focusing on role definition, and on policies for student selection and better means of retention.

IN CONCLUSION -- with statistically significant gains analyzed and recorded for 3½ of 5 hard data components to the first year's program at Lower East Side Prep (formerly: Chinatown Academy) -- attendance, credits earned, English language proficiency gained, and about half of academic achievement areas -- with no significant gains in standardized Metropolitan Achievement testing, and in about half of academic achievement areas; --

and, with strongly positive student and faculty attitudes and almost total implementation of program components observed, despite many administrative and operational problems, it is recommended very strongly that the program be recycled and budgeted in full for at least another year of operation/ experimentation as a significant educational alternative unique to the needs of youth in the Lower East Side community--including Chinatown.

* * *

I. DESCRIPTION OF THE PROJECT

A. Origins of the Urban Prep School

The Street Academy movement is the precursor of the Urban Prep School. Locally, Street Academies were established beginning in the summer of 1963 by the Urban League of Greater New York, and operated out of churches and abandoned storefronts.[1] The academy administrator was typically a community leader connected with Urban League who ran the unit with unlicensed community teachers and streetworkers. The curriculum was essentially remedial and designed to raise levels of aspiration of dropouts, motivating them to turn back toward completing their education. Each academy was funded by a corporate sponsor and by New York Urban League. Thus it operated outside the public school system. Over the years, three types of alternative learning units have developed from the storefront prototype: 1) the Street Academy as the basic remedial and motivational first step back from the streets; 2) the Academy of Transition as an intermediate Phase Two where remediation may be combined with some more academic study advancement; and 3) the Prep school whose courses are sufficiently structured to confer accreditation toward high school diplomas.

Perhaps the best known academy has been the Benjamin Franklin-Urban League Street Academy, organized in 1968 with corporate funding from First National City Bank. The decision to strengthen linkage to the neighborhood high school, the city school system, and to come under evaluative supervision through federal Title I - ESEA funding in 1971, has been instrumental in allowing the program of the retitled: Benjamin Franklin High School Street Academy to grow.

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1. Seidman, Nancy. The Lower East Side Prep School: An Alternative Educational Model for the High School Dropout. The City College, City University of N.Y. May 1 9 7 1 . pp. 2-4.

The first of the well known urban prep schools was Harlem Prep, organized in 1967. It has survived annual budgetary crises in its entirely private financing, and had graduated over 200 students by early 1971.[2] Baines and Young detailed the reasons for the failure of Newark Prep (1968-70).[3] The persistence of Harambee Prep, founded in 1969 may be attributed in part to maintaining its link with Haaren High School, a New York City public school as well as to continued funding by its corporate sponsor--McGraw-Hill Book Company.[4]

B. Description of Lower East Side Prep

Lower East Side Prep was founded in September 1970 from a merger of two street academies in the Lower East Side-Chinatown communities: The Morgan Guaranty Street Academy serving over 100 Black and Puerto Rican students in the ratio of 40 : 60%, and the Chinatown or "Blue Elephant" Academy serving an undetermined number of disaffected youths of Chinese extraction and of Italian background in the ratio of 90 : 10%.[5,6] In addition to its unusual ethnic integration of low socioeconomic minorities, it is unique in its combined public and private funding (described in the

2. Hunter, Charlayne. "Harlem Prep and Academies Periled." The New York Times, Tues. Feb. 16, 1971. pp. 1, Col. 3; and 37.

3. Baines, James & William M. Young. "The Sudden Rise and Decline of New Jersey Street Academies." Phi Delta Kappan, Vol. LIII, No. 4, December 1971, pp. 240-242.

4. Turner, Richard. Evaluation of Harambee Prep. Bureau of Educational Research, Board of Education of the City of New York. (Projected Date undet.)

5. Blair, George E. et al. An Experiment in Educating High School Dropouts; An Evaluation of the New York Urban League Street Academy Program. New York: The Human Affairs Research Center, 1966 Broadway, NYC 10023. Aug. 1970. pp. 111-116

6. Seidman, Nancy. Loc. cit. pp. 13-15.

next section), its differentiated staffing, and its location. These factors have contributed to survival into a second year, and to development of a large and varied educational program leading toward graduation with a high school diploma.

Students

As spelled out in its first research design, the school was to serve 60 disadvantaged students from the Lower East Side and Chinatown Communities, 40 of whom (60%) were to be of Chinese background. Each of these dropout returnees was enrolled in 5 major subjects, an elective and a tutorial for his 7-period day, running from 8:00 A.M. until 1:10 P.M. Prospective enrollees were to be identified and motivated to enter by a streetworker who would continue to serve as personal guide and mentor in school. Students would also be periodically tested to determine changes in their levels of academic achievement.

Staff

Four (4) full-time teachers and a teacher-coordinator between the Prep School and a city public high school designated as the "Home School" were to carry out the instructional program at a faculty : student ratio of about 14:1 (the teacher-coordinator was to teach only one class at the Prep School). Without being able to secure multi-disciplinary personnel, a broad instructional program has depended on the use of additional personnel, mostly part-time funded by private industry, and volunteer persons. In addition, the philosphy of the Prep School has demanded that every administrative person teach at least one class per day. Thus the two co-directing persons and also the head streetworker were engaged in the instructional program. Later the public funded staff was increased to five (5) full-time teachers and one teacher-coordinator. Since the

majority of this group were not trained as teachers, they received Certificates of Competency rather than licenses, permitting them to receive wages for instructing. Initially, Haaren High School was the public school designated as "Home School" for this program.

Standing behind the instructional faculty are the community resource workers known as streetworkers. Streetworkers are the key to identification and motivation of students to return to school from the streets, and to maintain their work and attendance at high levels through the school year. Three streetworkers representing the three ethnic minority groups among the student body stood at the heart of the Lower East Side Prep program at its inception. Like the administrators, the streetworkers were funded privately by Break Free, Inc. which had evolved from Young Life Campaign--the nation-wide Christian fundamentalist movement ministering to disaffected youth in the urban ghetto community. They form the connecting link between the school, the home, the street subculture, and health, commercial, religious and other community agencies.

Courses and Learning Facilities

The Prep School was first held in approximately 10,000 square feet of office space on an upper floor of an old office building in the financial district of downtown Manhattan, one mile from the center of Chinatown. Rented from the Marble Collegiate Corporation at a nominal rate of $1.00 per year, the floor was divided into 7 carpeted classrooms and supplementary offices. Room format is that of the seminar with students seated around long tables rather than at pupil's desks. One room was outfitted with study carrels as a learning laboratory. In mid-year, the semester system was abandoned in favor of a trimester arrangement with the third term extending through July 1971.

Major subject areas in the curriculum have been: language arts, mathematics, sciences, social studies and Spanish. In addition, special courses in psychology, urban sociology, Chinese calligraphy, public speaking, photography, Black history, Asian history (given bilingually) and mythology have been offered as electives.

Established by the administrators as a substitute for study hall, the tutorial program was staffed by a large number of entirely voluntary personnel, mostly from the surrounding business community. Subject matter teachers were supposed to supervise and coordinate the various tutorial assignments of the otherwise unskilled, untrained tutors.

As a non-accredited experiment in alternatives to conventional schooling, the last public high school maintains its students enrolled at Lower East Side Prep in an active status, legally enters courses completed onto their permanent student record forms, and when sufficient credits have accrued, issues the academic diploma.

C. Sources of Funding

The persistence of an urban prep school may be facilitated by multiple sources of funding as mentioned earlier. The restrictions imposed by traditional publicly funded program components may be balanced and supplemented by private more flexibly administered assistance. The resulting dynamic is a hopefully cooperative joint venture. Such has been the case at Lower East Side Prep where State Urban Education--Quality Incentive Program funding in the amount of $103.215. for the first year has paid for 5 teaching faculty, one teacher-coordinator, program evaluation, educational materials and supplies.

Private funding has come in the amount of $60,000. from Morgan Guaranty Trust Company and in the amount of $30,000. from the Donner Foundation. These private funds have been disbursed through "Break Free Incorporated," a tax-exempt non-profit corporation set up to give assistance and guidance to disadvantaged students with potential for high school and college training. Break Free was founded in 1969 as an outgrowth of Young Life Campaign's fundamentalist work with young people in the Lower East Side. The Board of Directors of Break Free which consists partly of leaders from Young Life and the Morgan Bank, has been responsible for Lower East Side Prep, and approved appointment of its administrators by the Executive Director of Break Free. In addition to the administration, Break Free employs the streetworker staff and those among the instructional staff (mostly part-time) not funded under the State Urban Education component.

II DESIGN OF THE EVALUATION

A. Statement of the Problem

Immediate purpose of the program has been to motivate high school dropouts from the streets of the Lower East Side-Chinatown communities to complete successfully their high school education. A longer range view hopefully will redirect their energies toward higher and technical training, the world of work, and responsible family life.

The student body identified and initially motivated by streetworkers has become sufficiently alienated from the large metropolitan public high school to require an alternative educational input in the form of the urban prep school geared toward dealing with their level of educational and social needs.

Stating these identified needs in question form, the problem for this evaluation may be stated as follows:

> CAN THE LOWER EAST SIDE PREP SCHOOL PROVIDE AN EDUCATIONAL PROGRAM WHICH MOTIVATES PARTICIPANTS TO REMAIN IN SCHOOL AND COMPLETE THEIR HIGH SCHOOL EDUCATION?

This evaluation study will be limited in the first year to examination of those components that relate to the immediate observable, measurable results of the school program; academic achievement, language proficiency gain, attendance improvement, student and faculty attitudes, and credits earned toward graduation and/or graduation with diploma. In the sense that these components are variables each of which continually acts upon the problem, the program evaluation should be viewed as a process evaluation rather than a summative or product evaluation.

B. Analysis of the Problem

Five (5) specific PROGRAM OBJECTIVES relate as variables to the problem of motivating the dropout-returnees to complete their high school education as stated in the Evaluation Design submitted to the New York State Education Department's Urban Education Division in October 1970.

Objective 1: To provide 60 disadvantaged potential and actual high school dropouts in the Chinatown area of New York City with an educational program that will result in at least 50-70% improvement of 1970-1971 academic year student attendance compared to attendance of the same students during the previous 1969-1970 academic year, as determined by examination of both sending high school and Lower East Side Prep attendance records.

Objective 2: To establish an educational program that will enable 60 potential and actual dropouts to manifest at least 40-60% improvement in academic achievement as measured by an achievement test developed by the urban prep school staff members, and to achieve a statistically significant rate of improvement on the reading test of the Metropolitan Achievement Test scores compared to the rate of improvement manifested by the same students during previous years.

Objective 3: To enable 60 disadvantaged potential and actual dropouts to make progress toward their high school diploma that will result in acquisition of at least 40-60% more high school credits toward graduation as compared to the number of credits acquired by the same students during the previous academic year.

Objective 4: To provide all non-English speaking or bi-lingual students in the prep school program with instruction what will result

in at least a 33% gain in proficiency in English as measured by either an existing standardized test or by a test developed by the English subject supervisor of the prep school program designed to measure proficiency in English.

Objective 5: To implement the prep school's structured program aimed at credit toward graduation and academic rehabilitation as proposed for the disadvantaged students of the area with its 5 hour daily schedule of 5 major subject classes, 1 tutorial class and 1 elective class; with its highly flexible and personalized program for each enrollee; and with its supplementary services under the supervision of streetworkers.

C. Evaluation Objectives and Procedures

In this section the component variables under study have been restated with particular attention to the criterion levels of performance expected in the first year's program spelled out. For each component variable, the method(s) by which it was studied has been set forth, and the tests or measurement instruments used to study it has been detailed. The statistical methods used to analyze the data from these tests and measurements have been presented.

As enumerated in the Evaluation Design of October 1970, the five (5) EVALUATION OBJECTIVES and the method(s) used to study them were:

Evaluation Objective 1. To determine the extent to which the Lower East Side Prep program has provided 60 disadvantaged potential and actual high school dropouts in the Chinatown area of New York City with an educational program that will result in at least 50-70% improvement of 1970-1971 academic year student attendance compared to attendance of the same students during the previous 1969-1970 academic year as determined by examination of both sending high school and prep school attendandance records.

Method and Procedure. Attendance records of the sending high school will be examined in order to determine 1969-1970 academic year attendance of students participating in the prep school program. Student attendance during the 1970-1971 academic year in the prep school will be analyzed. It is expected that the 1970-1971 attendance will represent an improvement of at least 50% compared to the 1969-1970 data from these same students.

Means and standard deviations will be computed and reported. Either a correlated t-test or an appropriate nonparametric statistical test can be computed. Statistically significant differences between the 1969-1970 and 1970-1971 data are expected.

Evaluation Objective 2. To determine the extent to which Lower East Side Prep has established an educational program that will enable 60 potential and actual dropouts to manifest at least 40-60% improvement in academic achievement as measured by an achievement test developed by the prep school's staff members and to achieve a statistically significant rate of improvement in Metropolitan Achievement Test scores compared to the rate of improvement manifested by the same students during previous years.

Method and Procedure. An achievement test developed by Lower East Side Prep staff will be administered as a pretest at the beginning of the program and as a posttest at the end of the program in order to determine the extent of student progress during the course of the academic year. It is expected that students will show an improvement of at least 40% from pretest to posttest.

Metropolitan Achievement Test in Reading and Arithmetic Achievement Test scores of L.E.S.P. students will be analyzed and compared to scores

obtained during the current academic year by other students in the sending high school. Students are expected to manifest a statistically significant rate of improvement of standardized test scores compared to rate of improvement manifested by the same students during previous years. Metropolitan Achievement Test scores should also be examined regarding percentage of scores below, on and above grade level.

Means and standard deviations will be computed and reported. For the prep school achievement test scores, a correlated t-test or an appropriate nonparametric statistical test can be computed. For the Metropolitan Achievement Test data trend analysis statistical procedures could be used. In all cases, statistically significant differences are expected.

Evaluation Objective 3. To enable 60 disadvantaged potential and actual dropouts to make progress toward their high school diploma that will result in acquisition of at least 40-60% more high school credits toward graduation, as compared to the number of credits acquired by the same students during the previous academic year.

Method and Procedure. The number of courses that Lower East Side Prep students pass and receive credit for will be compared to the number of courses that the same students have passed and received credit for in previous years while in the regular high school program. It is expected that students will acquire at least 40% more credits during the 1970-1971 academic year than the same students acquired during the previous 1969-1970 academic year.

Means and standard deviations will be computed and reported. A correlated t-test or an appropriate nonparametric statistical test can be computed. Trend analysis statistical procedures could be used. Statistically significant differences are expected.

Evaluation Objective 4. To provide all non-English speaking or bi-lingual students in the prep school program with instruction that will result in at least a 33% gain in proficiency in English as measured by either an existing standardized test or by a test developed by the English subject supervisor of the prep school program designed to measure proficiency in English.

Method and Procedure. Either a test developed by the English subject supervisor of L.E.S.P. or an existing standardized test of English proficiency will be administered as a pretest at the beginning of the program and as a posttest at the end of the program in order to determine the extent of progress made by all non-English speaking or bi-lingual students. It is expected that these students will manifest at least 33% gain in scores.

Means and standard deviations will be reported. A correlated t-test or an appropriate nonparametric statistical test can be computed. Statistically significant differences are expected between pre and posttest.

Evaluation Objective 5. To describe the scope, organization and extent of implementation of the Lower East Side Prep program.

Method and Procedure. Official records and documents will be reviewed. Questionnaires will be administered to personnel and students. Interviews will be conducted with selected staff and students. Classrooms will be observed. Facilities and materials will be examined.

Frequency of response and content analysis will be presented in appropriate tables or charts with descriptions.

III OBSERVATIONS OF THE URBAN PREP SCHOOL IN OPERATION

A. Student Selection and Role of Streetworkers

The students have in fact dropped out from their home high schools, and upon becoming known to the streetworkers, reach a stage of motivation that leads them to request admission to Lower East Side Prep--the urban preparatory school to complete work toward their high school diploma. Formal signed parental permission is a step in this process.

Ghetto youth suffer from varying degrees of educational deficit, but the amounts as prerequisite to admission to L.E.S.P have never been spelled out. As such, the fact of having dropped out is the only fixed criterion for admission. Statement to this effect has been witnessed at faculty conference as made by the Executive Director of Break Free, Inc., the tax exempt community-based work organization that funds this part of the community link to selecting and assisting youth to enter the program. This precludes having disruptive youth involuntarily placed directly from the home high schools into this alternative mini-school as a dumping ground by public school administrators.

The first year elapsed through July 31st, 1971 without agreement among staff or streetworkers concerning whether or what reading or other achievement levels should serve as cut-off for admission. The resultant student body has remained into the second year's operation, extremely divergent in entering skills, sharing only a common motivation, and the streetworkers have maintained their principal force in student selection without being encumbered by defined learning ability levels. Only the chief school officer(s) may veto streetworker selection for adequate cause. The officer(s)--co-directors might also recommend out-of-school youth themselves, but must in any case arrange the screening and home visiting-parental contacts through the streetworker staff. In any event, the streetworker staff and co-directors are privately funded by Break Free, so that the entire student selection process lies outside the public domain,

and is community-based.

The streetworker staff of Lower East Side Prep and its predecessor--Chinatown (Street) Academy come out of the ghetto community youth social work of Break Free, Inc., evolved from the fundamentalist Christian: Young Life Campaign movement. As such, their training and orientation differs somewhat from that of streetworkers employed by the more secularly oriented Urban League movement.

Characteristically, the Break Free streetworker is a self-made man. He has no specific prerequisite knowledge, but he has survived the jungle of the ghetto, having passed through his own downfall into dropoutism, crime, drugs, and then picked himself up with the aid of Lower East Side community organizations and reclaimed his life. He is motivated to help his own people and much of what he knows and does is through self-training. Although his formal education is typically through as far as high school, having motivated himself, he turns to motivate other individuals to want to become somebody in society, and to use education and training as one partial answer to attaining that goal. In the past, Young Life had given a 6 months institute in the training of streetworkers. In seeking out future streetworkers, "guys" were chosen who had potential for leadership as: a) addicts or b) community helpers, before giving them the training. The foregoing description was based on in-depth interview of the head streetworker and his two assistants at Lower East Side Prep. The three streetworkers ethnically represent the three principal minority groups at the urban prep school-Chinese, Black and Puerto Rican.

The functioning streetworker is the first model person or adult authority figure the dropout will pattern himself after, before his return into schooling. The teacher may become the second model. The typical caseload has been between 15 and 30 youths per streetworker. The equivalent title where public funding pays a streetworker's salary is called: Community Liaison Worker, with a pay rate at approximately $7,000. per year as of 1971.

A concise paragraph on the functional role of the streetworker has been outlined by Abend in 1969.[1]

> "It is the streetworker who combs local hangouts for the dropouts, who spends his days and evenings 'rapping' (talking) with the youngsters, and who introduces them to the academy specialist, an expert on housing problems, a counselor in many areas..... It is the streetworker, also, who clues in the teacher on the youngsters' problems, who follows up his progress when he leaves the academy, and helps him find a job if the youngster is not up to further study.

1. Abend, Jules. "Street Academies: New York's New Deal for Ghetto Dropouts." Nations Schools, (May 1969), p. 68.

B. The Learning Environment

With delays in the completion of construction of partitions to subdivide the office loft into 7 classrooms under private corporation funding, and administrative problems in hiring of faculty and programing students for classes, the urban prep school opened for over 60 dropout-returnees in October 1971.

Classes were run on fairly traditional lines with typically less than 15 students in a seminar arrangement around long tables in the 7 classrooms with one teacher conducting each. The first semester coincided with the public school term ending in January. Thereafter, upon short notice decision of the administrators, a switchover was made to the trimester system for the balance of the school year which was extended one month through July 1971 to meet a minimum required number of weeks to count as semester or term. The second term, designated "second trimester" ran from January into April, and the "third trimester" from April through July 31st. (See Appendix A for a typical schedule of all courses).

Classroom Observations. Fourteen formal classroom observations were held over several weeks in the second trimester. Purpose of the observations was to characterize the principal type of instruction under way at the time, and to give almost immediate feedback to the faculty as a spur to innovation. These 14 observations covered the five major subject areas and various electives. School and teacher records were also examined where these existed. It was first noted that attendance level was lower than class registers. The average register was nearly 11 students. The average attendance was about 7½ students for an average out-of-class rate of nearly 30%. All observed classes were teacher-dominated, didactic in style with the recitation-discussion method occupying about 50% of the time; lecture method occupying about 25% of the time; and group review-drill occupying approximately less than 20% of the observed time. These methods were realized with extensive use of the chalk board and textual material. The bulk

of the remainder of the time was spent in individual silent study practice from worksheet or textual materials, but usually lock stepped for all students to the same materials. Lowest on the list was student-to-student interactions, peer tutoring was not observed, programed materials were not observed in use, nor was any medium other than the teacher seen as transmitting agent for major subject areas. (A limited film program was introduced during the 3rd trimester). In some electives, individual student output found expression--in the art program through use of acrylic resins, in photography through use of printing papers, in Chinese calligrahpy class through use of quill brush, ink and rice paper. In short, the bulk of teaching and learning was undistinguished from traditional patterns occurring in large metropolitan high schools with the exception of the small class groups and the more intimate atmosphere in the carpeted seminar-like rooms conducted by very young Certificate of Competency teachers, unencumbered by traditional pedagogoical training.

Special Programs. The foregoing information was shared with the faculty in a workshop the following week with a challenge to institute changes in instruction and to innovate by the third trimester. The following programs were attempted with the following observed results for the third term.

1. Motivational poetry writing by a dynamic teaching poet from the Teachers and Writers Collaborative two times per week in three English classes of 3 different teachers.[1] A student subgroup of up to one-half dozen participants was motivated by an all-class session to present the method. This was followed by separate instruction of the student subgroup by the poet twice weekly in a separate room. Highly individualized poetry production for every participant was the outcome product, generally in ghetto English. Student self-expression

[1] Teachers and Writers Collaborative, 244 Vanderbilt Avenue, Brooklyn New York 11217. 622-5026. A. Schwerner, poet.

was dramatically increased, it was reported. Two teachers reacted favorably to the special work despite the loss of instructional time from regular English. One teacher reacted negatively to student loss of instructional time in regular English and generally remained out of contact with students progress in poetry. About half of the students dropped out of the urban prep school before the end of the third trimester, possibly for reasons external to the program, and it was terminated in June as a limited successful input-output effort.

2. Independent study-travel was attempted by several students off campus for the third trimester. Reports were to be sent in periodically by the handful of travelling students from distant southern and western states, from Mexico and from the Mediterranean region. Students were to receive credit for course completion in an elective subject upon filing a final report. Additional credits were to be earned by final examination for completion of studies in language arts or mathematics pursued on one's own time from assigned texts during their travels. Results fell short of expectations: students failed to report adequately, studies were not completed, teachers did not keep an up-to-date folder or volunteer same for auditing. The administration did not file a summary report on this activity with the evaluator. Inadequate pre-trip orientation and goal-setting was partly responsible for the inadequate operation of this program component. Another aspect of the study-travel type of project was the supervised group trip. One such trip was managed by a husband and wife teaching couple and a streetworker with approximately one dozen recent Chinese immigrant students. Using a minibus, and with stopover in the nation's capitol, a trip of nearly 2-weeks to the experimental farm community--Koininea--near Americus, Georgia was undertaken and successfully completed. The follow-up of this trip in the form of student reports (but not extended classroom discussion) was reported as a classroom activity by the teacher-in-charge, but his own end-of-year faculty report was

lacking in following-up the significance of this powerful experience in either the lives of the students or in the curriculum of the school.

3. Class day trips were organized so that the major proportion of the student body would be out of regular instruction a total of 3 days during the 3rd trimester. An average of 3 places per trip day were allocated. Such target places as a printing plant, TV studio, the Hispanic Society museum complex, a theater showing Japanese cinema, and a boat trip around Manhattan were scheduled for the teacher-supervised visits. Three problems contributed to inadequacy of this program component--poor pre-visit planning, poor attendance of students at any out-of-school function (usually less than 50% reported), and failure of coordinate classroom follow-up. Sunday week-end trips were also contemplated, but not well implemented. Result: all field trips to be cancelled for next year as an all-school function.

4. A core curriculum program to relate the life history of the American Indian to language arts, social studies, math and science programs failed when faculty members assigned failed to collaborate. Not a single unit was produced. A supervised Sunday bike-train trip to the Shinecock Indian Reservation, 100 miles east of New York City failed when half the students weakened before reaching the reservation. Faculty members failed to refer to the visit in class, and further work on the core was abandoned.

5. Use of audio-visual materials was incompletely implemented. A film program was delayed for 5 months, was organized for only one month --May-June 1971, and incompletely utilized by teachers. Over 82 reels were ordered at a discount rate of $1.75 per reel from the Bureau of Audio-Visual Instruction, less than 70 reached the school, less than 35 were reported used by the subject area teachers with a loss of over $75 of the approximately $143.50 of the program cost. The very teachers who selected the films for

their subject area tended to boycott further use after one or several disappointments. Such comments as obsolete, uninteresting or irrelevant to the present curriculum highlighted the comments. Reports on film use to be submitted by each subject area teacher were not received, if produced. There was little willingness to work with varied or available resources. No filmstrips were used all year and no overhead projectuals. Tapes and records were not used for language arts, and records were brought into sporadic use in the Spanish program only in the 3rd trimester. Radio and TV were never used as instructional resources. Wall charts as for the sciences were not produced, copied, borrowed, ordered or used. Wall maps for social studies were in occasional use--a map of Africa was seen in use for Black history; one of China for Asian "Experience" (history). Teachers were sufficiently strong in ego strength to consider themselves with the aid of the chalkboard and printed materials as adequate mediators of instruction. This attitude tended to stifle experimental uses of media, innovative approaches to curriculum, or acceding to the more general use of individualized learning with students taking greater responsibility.

6. Programed instructional materials in printed (textual) form were introduced to teachers in language arts, Spanish, sciences and mathematics. Modular learning activity packets in printed form were introduced to faculty in social studies, English, sciences and mathematics. Not a single one found sustained use in any subject area. Temporary use of a programed text in English and in mathematics was reported for a student out of class during the tutorial period, and later abandoned; in Spanish and in chemistry, the materials were rejected out of hand with no student tryout. Overall faculty reactions to these materials were that they were too mechanistic, dehumanized, irrelevant to the curriculum, or inappropriate to the student's reading ability. Modular learning activity packets were never utilized either directly or as a model for teacher generated individualized learning materials or lessons. Multi-level materials (the S. R. A. Reading Laboratory) upon arrival was never completely examined by any of the language arts faculty and never attempted for use. One "teaching machine" which arrived--The Craig Reader--remained only

partially examined and totally unused by students. Similarly, the ordered LLINC (Learning Laboratories, Incorporated) for English-as-a-Second Language and for Spanish by tape, machine, microphone and workbook materials, if they arrived, were never put into use.

C. Tests and Measurements

Component substudies used to evaluate progress of students at the alternative school in terms of hard data included: Metropolitan Achievement Test Battery (1958 edition), teacher made achievement tests in the major subject disciplines, comparative Carnegie Units (credits) earned toward graduation, a language proficiency skills test, a comparative attendance study, and a student attitudinal survey. A teacher informational and attitudinal questionnaire was also given.

Standardized Achievement. Parts of the Intermediate Metropolitan Achievement Test Battery (1958 edition) was administered to all students during the first term to help determine their level of skills in reading and in mathematics in accordance with Evaluation Objective 2 (see Chapter II C 2).[1] Tests 1 and 2; 6 and 7 were given from this battery in Word Knowledge and Reading Comprehension; Arithmetic Computation and Arithmetic Problem Solving and Concepts.

The tests were administered late and completed in November for absentees, thus sustaining loss in the period of pre- to post gain measure by over 10%. In addition to the Intermediate form, recent immigrants were given the Elementary Battery (standardized around grades 3 and 4), and students adjudged more advanced were given the Advanced Battery (standardized around grades 7, 8 and 9). The High School Battery of the Metropolitan Achievement Tests (standardized at grade 10 or above) was not used owing to administrative judgment of the performance capability of the student population made entirely of low SES minority culture dropout-returnees.

1. Metropolitan Achievement Tests, Intermediate Battery, Partial. New York: Harcourt, Brace & World, Inc. 1958

The retesting program took place in June, but the significance of the data was lost owing to students rotating out of the program, leaving only four (4) in the post-test sample.

In-House Testing. Prep School staff administered achievement tests in every major subject which they developed based on "test blueprints;" i.e., on a curriculum plan or course syllabus outline for their instruction. Each test was then supposed to be topically balanced in proportion to what is covered in the instruction. Some faculty members required and received from the evaluator considerable assistance in test construction and revision.

Certain variables tended to interfere with the expected pre-to-post 40%-60% gain measures to be obtained from the subject-matter testing. Lateness in the school-wide administration was a major factor with pre-testing extending to December, shortening the pre-post period for measurement of statistical gain and significance and allowing too much instruction to take place prior to the baseline pre-test. Other problems related to post-testing for 2-term sequence courses like Algebra I and II vs. post-testing for 1-term courses like Economics, and the problem of the relation between these In-House tests and the course final exams were confronted. For one term courses, the post-test was administered right away (April 1971) rather than in July to obviate the "forgetting curve" in the absence of instruction. In many two-term or final sequence courses, the post-test score when obtained was allowed to stand for the final exam score to cut down on possible test traumatization of students and to lessen the burden on faculty for scoring. Again sample sizes were greatly affected by spring dropoutism and the substudy effected less than hoped for in observable results.

Course Credits Toward Graduation. Study of the expected criterion level of 40%-60% more high school credits earned toward graduation the first year of operation of the prep school vs. that earned the preceding year in school was affected by several interfering variables: Many of the enrolled dropout-

returnees had spent the preceding year in the defunct Newark Prep alternative school which despite intensive efforts, including interstate visit to Newark, failed to yield sufficient data on these students' record of achievement for 1969-70. Moreover, those students for whom permanent records could be found in the local home high schools were sufficiently incomplete to reduce the effectiveness of this substudy. Dropoutism from the prep school also reduced the sample size for data in the spring and summer of 1971.

Language Proficiency Study. Based on the recommendations of a staff person skilled in English as a Second Language at one of the home high schools, the first section of the Gates-McKillop Reading Diagnostic Tests, entitled: Test I. - Oral Reading gave a rapid raw score based on 7 sections which converted to grade equivalent.

The input results registered low proficiency during the pre-test phase and output gains of over a year in average grade equivalent during the post-test phase 5 months later.

Despite the tendency to register improvement up to the 33% criterion demanded as minimal, several interfering variables lessened the potential impact of this critical substudy. First over 40 students were to have been pre-tested in fall 1970, but the testing was completed in January 1971 by only 17 students after they had been exposed to half their year's instruction. The fall off by post-testing in June 1970 has left only a small sample of 12 whose results after only 5 months further instruction cannot be generalized to those absent from the final measure. Although all students were in remedial Language Arts classes, the special ESL components of their curriculum that led to the improvement have not been characterized so that the work cannot be replicated. In fact, the Language Arts faculty member left the staff in June 1971, leaving the records of the ESL component incomplete. Outside ESL specialists have challenged the use of the Gates McKillop instrument as not valid to the problems

of Oriental persons with English language disabilities. It is held to duplicate components of the Metropolitan Achievement Tests and inflated results do not necessarily reflect whether improvements occurred in grasp of phonemes, structure of grammar and dialogue fluency.

Attendance Improvement. The expected 50% gain in attendance at the Prep school for 1970-71 was to be measured in terms of percent of absence reduction from the preceding year in the home high school. Interfering variables beset this study also. Many students who went the preceding year to Newark Prep where New Jersey State Education Law did not require the keeping of formal attendance records had incomplete or invalid data, if any. Data from those few students in New York City Public High Schools for whom it could be found for the previous year, yielded only a small sample also. Conditions of attendance at the Prep School also tended to modify the data obtained. Thus, after 10 absences the Prep School tended to suspend a student as part of a self-limiting process, if streetworkers could not bring him back to his own learning responsibilities. Whereas, at the home high school, a student might pile up 30 or even 50 absences and still remain on the rolls.

Despite these problems, 26 students for whom prior records were found, remained on register by spring 1971 to constitute a matched pairs sample for this substudy.

Student Attitudinal Survey. The teacher-coordinator under general guidance of the evaluator, constructed a questionnaire for students based on the work of Peck, Weiner and Williams in structured interviews at the Center for Urban Education (1966) in their report: "A Program to Provide Educational Enrichment to Disadvantaged In-School Neighborhood Youth Corps Enrollees During the Summer;" on the so-called Coleman report (1966): "Equality of Educational Opportunity;" the U. S. O. E. and other sources. The prototype of this instrument was first used by Guerriero in the first of the evaluations of the

Benjamin Franklin - New York Urban League - First National City Bank Street Academy Program (1968).[2] The 28 item multiple choice instrument was given every student at the prep school, and the results summarized into 13 categories. These dealt with student feelings about the prep school, quality of instruction, perceived differences from the large metropolitan high school, how well they related to authority figures, who were their adult models, and future plans. Objections from some faculty members and streetworkers who wished to surpress this rather formal form of student expression from further dissemination despite their overall favorable attitudes were vigorously confronted in staff negations, and with support of the administrators, were first disseminated in the Seidman report of May 1971.[3] They are reproduced here in the following Chapter IV in condensed form.

Teacher Questionnaire. This informational and attitudinal one-page instrument was developed cooperatively by the teacher-coordinator and the evaluator for this program. The form was completed by the teacher-coordinator or the evaluator in a focused individual interview-in-depth with every staff person lasting 10-15 minutes each. The overall favorable attitudes and interesting data obtained were also first reported out in the Seidman report cited above.[4] They are also summarized in Chapter IV below in tabular form as part of the hard data of the first year's operation.

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2. Guerriero, Michael A. Project No. 06CC68 ESEA Title I. The Benjamin Franklin High School-Urban League Street Academies Program. New York: The Center for Urban Education (November 1968). pp. 9-10 and Appendices B_2 and Appendix A, Tables 3 - 6.

3. Seidman, Nancy. The Lower East Side Prep School: An Alternate Educational Model for the High School Dropout. School of Education, The City College of the City University of New York. May 1971. pp. 25; 32-40.

4. Ibid. p. 18 and Appendices A and B.

D. Administration and Coordination

Administration. Two co-directors, one of them considered a founder, ran Lower East Side Prep. Salaried with funds from the Morgan Guaranty Trust Company, they were appointed by the Executive Director of Break Free, Incorporated (upon approval of their Board of Directors). Break Free is the tax exempt educational philanthropic organization receiving funds from the Trust Company to operate its part of the urban prep school. Break Free also paid the salary of a full-time specialist teacher acting as coordinator of curriculum. This person became functionally an (Acting) Co-Director upon the resignation of a founding Co-Director during the second trimester. All three had held leadership roles in the street academy movement of the late 1960's--two had training in religious seminaries.

In effect, the school operated essentially on a "troika" system of administration with one man responsible for public (community) relations and internal discipline or deanship functioning, one man for personnel and budget functioning, and one man for curriculum and instructional program. These functions were overlapping, blurred, often intergraded into one another. Since every staff member also taught one or more courses as part of the philosophy of visibility and continual accessibility contact with students in class, in guidance and counselling-type functioning with individuals, and in community contacts where necessary, the distinctions were even more amorphous, conducive of great warmth and personal contact at the alternative school. In fact, the founding Co-Director sometimes spoke of himself as merely a head streetworker.

Instructional staff, mostly State Urban Education funded Certificate-of-Competency personnel whose salary lines were processed by the Board of Education of the City of New York, administrators and streetworkers worked as colleagues always on a first name basis, never in a chain of command attitude. Several faculty members and one of the "administrative troika" lived as members of a

Christian commune run by Young Life Campaign. Guidance and counselling were functionally provided, though on different levels, by the co-directors, teachers and streetworkers. Fortunately, state syllabus requirements and frequent monitoring of instruction, including weekly faculty meetings, kept the level of instruction reasonably professional and well above the "rap" level characterized for the antecedent street academies.

Thus the urban prep school was run with an intimacy impossible in the large metropolitan high school. This was meaningful to both faculty and students alike where every participant felt someone or several staff members personally cared about what happened to him and could reach through to him directly and immediately at any time without appointments and without delay. At the same time, from an organizational standpoint, the operation was at best a loose one, at other times nearly chaotic. As a result, teachers weren't paid on time, orders for supplies and materials were not completed or lost, delivered materials sometimes disappeared before use, the testing program was poorly administered, records on students were often incomplete.

The resignation of founding co-director in spring 1971 had a negative effect on the prep school for the first year. More than 50% of students, particularly those of Chinese background who had identified with his charisma left the program before the end of the third trimester on 31st July 1971. This also had the effect of blunting effective involvement and publicizing of the work of the prep school in the Lower East Side-Chinatown community as the school year drew to a close, and the streetworkers remained as the principal source of contact with community persons and organizations.

Budget Underspending. Responsibility for fulfilling budget requrements for the first year fell on the co-directors who were administering the budgeted amount of $103,215. from State Urban Education for instructional personnel salaries, and for educational materials and equipment. They utilized only $57,281. of this amount

according to official figures inserted into the approved State Urban Education recycling grant proposal for the school year 1971-72. The $45,934. lost represents 44.5% of the budgeted monies returned to support other programs. This loss comes largely from faculty positions unfilled furing certain intervals or budgeted at maximum salary and paid out at entering salary levels. In summary:

Budgeted	$103,215.00
S p e n t	57,281.00
Loss Balance	$ 45,934.00 = 44.5% of Loss.

Coordination. A teacher-coordinator position was filled approximately one month late by the assignment of a person from one of the home high schools to the prep school to spend approximately 0.4 of teacher time in instruction (0.2 at the prep school and 0.2 at the home school) and the balance on coordination with two-thirds (2/3rds) time at the prep school.

In practice, the distance to the home school rendered the teaching of one class at each school not feasible, so that all classes were taught at the prep school.

In reviewing the teacher-coordinator's work, teaching was performed at the expense of the coordination and liaison functions between the urban prep and home schools. Thus in violation of the State Urban Education program proposal, for September 1970 - June 1971, page 9, four classes were taught during the second trimester, but only one class was taught during the third trimester. The functions of coordinator were generally not performed. Prep school students' permanent records at the home school were incompletely maintained. Orientation meetings between faculty were never arranged, and when the home high school embarked on a mini-school reorganization, information from Lower East Side Prep was neither sought nor given in so crucial an experiment. Curricula were developed only for the coordinator's own language arts program, but overall curriculum direction was maintained only by administrators not publicly funded. Coordination with other

prep school personnel was wanting, and the five (5) additional hours per week to work with streetworkers and community agencies, was not performed. Finally, although the budget funded the position through the end of the third trimester--July 31st, 1971, the teacher-coordinator left the prep school before the end of June.

These problems did not entirely devolve upon the teacher-coordinator's efficiency, but must be shared with the home high school. Open lines of information flow did not exist (as openly stated by the coordinator) between the teacher-coordinator and the Chairman of Department (Assistant-to-Principal) of the originating department at the home high school. The work with students was not adequately respected when the teacher-coordinator was recalled by telephone, without prior or written notice, to serve at the home school on two occasions, leaving classes uncovered at the prep school, and in violation of the funding for the position under the State Urban Education grant.

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IV FINDINGS OF THE FIRST YEAR'S OPERATIONS

A. Attendance

Sixty-eight (68) students were studied for a 2-year record of comparative change in absence. Records were generally incomplete so that 52 students yielded data at Lower East Side Prep, and of these only 29 for the preceding year at the "home" high school. The summary data were as follows:

Table 1

GROUP SUMMARY OF 2 - YEARS ABSENCE DATA

Maximum N = 52

	Public High School (1969-70)		Lower East Side Prep (1970-71)	
	Term to Jan.'70	Term to June '70	Term to Jan. '71	Term to April '71
No. of Students in Sample	24	29	34	52
Average No. of Days Absent	25.9	37.0	3.9	7.1
Attendance Days in Term	88	93	51	68
Percent of Absence (%)	29.4	39.8	7.6	10.4

Evaluation Objective #1 from the design gives the criterion for improvement in attendance as falling within the range of 50% to 70% for the Prep School year. Based on the 2-terms studied for each year, reduction of absence from 29.4% to 7.6% the first term of each year represents:

$$\begin{array}{r} 29.4 \\ -\ 7.6 \\ \hline 21.8 \end{array} \div 29.4 = 74.1\% \text{ improvement;}$$

and reduction of absence from 39.8% to 10.4% the second term represents:

$$\begin{array}{r} 39.8 \\ -10.4 \\ \hline 29.4 \end{array} \div 39.8 = 73.9\% \text{ improvement.}$$

In both half-years, the criterion range has been exceeded for the small number of cases presented. Furthermore, it can be

inferred from first hand report by the Secretary of Break Free that attendance at Newark Prep in the 1969-70 school year (the academy from which reliable data on attendance was missing) was extremely poor. With guarded optimism then, Evaluation Objective No. 1 can be considered to have been met.

Table 2 presents the 2-year longitudinal study for 26 students of the 68 in the attendance study for whom matched sample data have allowed a t-test to have been perfomed to determine the possibility of statistical significance for the above reported wide differences.

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Table 2 — from Page 32

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Twenty (20) individual student cases showed marked average absence reduction the first half-year from 29.4% to 7.5%; and all 26 individuals had matched sample records averaging absence reduction from 39.8% to 9.6%. The t-tests of significance showed that both these sets of figures are highly significant statistically at the probability level of .01.

Table 2

2 - YEAR LONGITUDINAL STUDY OF ATTENDANCE for LOWER EAST SIDE PREP 1969 - 1971

	Public H. S. Year (1969-70)		L. E. S. P. Year (1970-71)	
	Term to Jan. '70	Term to June '70	Term to Jan. '71	Term to April '71
Student #	Days Absent of 88 days	Days Absent of 93 days	Days Absent of 51 days	Days Absent of 68 days
1	14	5	3	11
2	14	58	9	11
3	9	5	4	9
4	50	34	4	7
5	22	72	3	2
6	3	52	3	7
7	53	24	4	7
8	49	49	6	12
9	34	34	2	7
10	11	75	-	5
11	13	41	-	2
12	23	23	7	6
13	43	52	3	6
14	20	19	-	5
15	30	45	5	10
16	5	41	3	6
17	31	40	7	3
18	-	10	4	1
19	17	2	0	7
20	28	28	-	11
21	6	73	1	3
22	20	35	3	8
23	11	65	7	9
24	-	18	2	7
25	82	21	3	2
26	33	42	1	4
Average Absence (in Days)	25.9	37.0	3.8	6.5
Percent of Absence (%)	29.4	39.8	7.5	9.6

FOR FIRST TERM Calculated $t = 3.397 > 2.845 = t_{.01}$ from table (d... = 19)

FOR SECOND TERM Calculated $t = 4.135 > 2.797 = t_{.01}$ from table (d.f. = 24)

B. Academic Achievement

The total school population (all students carried several major subjects) was studied for improvement in academic achievement as measured by subject tests developed by the faculty as alternative to their rejection of the use of standardized achievement tests in their subject. As previously stated, the tests were based on syllabus outlines or "test blueprints," and with major editing by the evaluation agency, approximated the concept of criterion referenced testing.

Due to edits and other delays, pre-testing was done late--more than half-way through the first term--November 1970. Post-testing was completed in April 1971. Thus the learning interval that was measured was 5 months.

Table 3 presents the matched samples (only those remaining through post-testing could be included in the study) in the analysis for possible significance. Average gains from pre- to post-test have been listed. Means and standard deviations for 13 student groups on 10 examinations have been listed. The t-test was the method used to determine significance.

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Table 3 — from Page 34 ff.

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In the summary of data of Table 3, it can be stated that heavy student losses from the program through suspensions and dropout, and absenteeism, have reduced sample sizes to levels that jeopardized the reliability of the study as well as the applicability of its findings to the total Prep School population.

Statistical significance in learning achievement from pre-to-post-test occurred in mathematics courses (with the total loss of data from the General Mathematics group), in English, in one science--Chemistry, and in only one Social Studies course--U. S. History. No significance in learning achievement gains were registered in General Science and Biology, in World Geography, World History and Economics courses. Data from the Spanish program was never received.

Table 3

MATCHED SAMPLE STUDY FOR PRE- POST - TEST GAINS

"IN - HOUSE" ACHIEVEMENT TESTING BY MAJOR SUBJECT

Lower East Side Prep ----- School Year (1970-71)

3.1 GENERAL MATHEMATICS (Unmatched--Hence, Lost Data!)

Student Number	Pre-test Score (%)	Post-test Score (%)	Difference Score (%)
1	42		
2	58		
3	03		
4	10		
5	60		
6	03		
7	50		
8	74		
9	0		
10	37		
11	43		
12	67		
13	64		
14	65		
15		75	
16		20	
17		40	
18		35	
19		69	
20		40	
21		79	
Mean Scores (%)	41.1	51.1	+ 10.0 (Non-Equivalent)

3.2 GEOMETRY

Student Number	Pre-test Score (%)	Post-test Score (%)	Difference Score (%)
1	16	72	+ 56
2	26	66	+ 40
3	24	76	+ 52
4	14	46	+ 32
5	10	58	+ 48
6	0	92	+ 92
7	8	50	+ 42
8	36	94	+ 58
Mean Scores (%)	16.75	69.25	+ 52.50

Standard Deviation of Difference = 54.7
Standard Error of Difference = 20.6

Calculated t value = 2.55 > 1.895 = $t_{.05}$ from table (with Degrees of Freedom = 7)

Therefore, the Difference is Significant with Probability at the 5% level.

3.3 ALGEBRA I

Student Number	Pre-test Score (%)	Post-test Score (%)	Difference Score (%)
1	08	50	+ 42
2	09	59	+ 50
3	64	87	+ 23
4	48	85	+ 37
5	11	67	+ 56
6	21	74	+ 53
7	13	87	+ 74
8	29	70	+ 41
9	08	67	+ 59
10	0	57	+ 57
11	30	60	+ 30
12	06	65	+ 59
Mean Scores (%)	20.6	69.0	+ 48.4

Standard Deviation of Difference = 49.7
Standard Error of Difference = 15.0

Calculated t value = 3.23 $>$ 1.796 = $t_{.05}$ from table (with d. f. = 11)
Therefore, the Difference is Significant with Probability at the 5% level.

3.4 ADVANCED ALGEBRA & TRIGONOMETRY

Student Number	Pre-test Score (%)	Post-test Score (%)	Difference Score (%)
1	06	68	+ 62
2	30	88	+ 58
3	16	92	+ 76
4	20	86	+ 66
5	08	78	+ 70
6	20	84	+ 64
7	18	84	+ 66
8	26	76	+ 50
9	30	92	+ 62
10	22	80	+ 58
Mean Scores (%)	19.6	82.8	+ 63.2

Standard Deviation of Difference = 63.06
Standard Error of Difference = 21.02

Calculated t value = 3.01 $>$ 1.833 = $t_{.05}$ from table (with 9 degrees of freedom)
Therefore, the Difference is Significant with Probability at the 5% level.

3.5 GENERAL SCIENCE

Student Number	Pre-test Score (%)	Post-test Score (%)	Difference Score (%)
1	28.3	43.3	+ 15.0
2	61.6	58.3	- 3.3
3	46.6	63.3	+ 16.7
Mean Scores (%)	45.5	55.0	+ 9.5

Standard Deviation of Difference = 40.2
Standard Error of Difference = 28.4

Calculated t value = 0.334 $<$ 2.920 = $t_{.05}$ from table (with degrees of freedom = 2)
Therefore: No Significant Difference is shown!

3.6 BIOLOGY

Student Number	Pre-test Score (%)	Post-test Score (%)	Difference Score (%)
1	12	16	+ 04
2	44	66	+ 22
3	62	52	- 10
4	28	62	+ 34
5	26	34	+ 08
6	32	32	0
Mean Scores (%)	34.0	43.7	+ 13.7

S. D. of Diff. = 17.0
S. E. of Diff. = 7.55

Calculated t value = 1.72 $<$ 2.015 = $t_{.05}$ from table (with d. f. = 5)
$\therefore$ N. S. D. shown! (Do not reject nul hypothesis).

3.7 CHEMISTRY

Student Number	Pre-test Score (%)	Post-test Score (%)	Difference Score (%)
1	28	34	+ 06
2	26	20	- 06
3	32	22	- 10
4	42	52	+ 10
5	38	40	+ 02
6	34	48	+ 14
7	34	46	+ 12
8	30	26	- 04
9	40	36	- 04
10	14	40	+ 26
11	38	36	- 02
12	34	24	- 10
13	12	42	+ 30
Mean Scores (%)	30.9	35.8	+ 04.9

S. D. of Diff. = 13.2
S. E. of Diff. = 1.1

Calculated t value = 4.47 $>$ 1.782 = $t_{.05}$ from table (d.f. = 12)
$\therefore$ Difference is Significant with Probability at 5% level.

3.8 ENGLISH 1st & 2nd YEARS

Student Number	Pre-test Score (%)	Post-test Score (%)	Difference Score (%)
1	39	49	+ 10
2	66	88	+ 22
3	58	52	- 06
4	50	67	+ 17
5	55	54	- 01
6	23.5	66	+ 42.5
7	26	79	+ 53
8	52.5	77	+ 24.5
9	34.5	68	+ 33.5
10	61	62	+ 01
11	45	61	+ 16
12	62	70	+ 08
13	61.5	79	+ 17.5
14	77	90	+ 13
15	29.5	51	+ 21.5
16	69.5	90	+ 20.5
17	58	55	- 03
18	61	71	+ 10
Mean Scores (%)	51.6	68.3	+ 16.6

Standard Deviation of Difference = 22.0
Standard Error of Difference = 5.34

Calculated $t = 3.11 > 1.740 = t_{.05}$ from table (degrees of freedom = 17)
Therefore, the Difference is Significant with Probability at the 5% level.

3.9 ENGLISH UPPER DIVISION 3rd & 4th YEARS

Student Number	Pre-test Score (%)	Post-test Score (%)	Difference Score (%)
1	76	85	+ 09
2	49.5	54	+ 04.5
3	56	67	+ 11
4	52.5	57	+ 04.5
5	37	62	+ 25
6	67	75	+ 08
7	58.5	77	+ 18.5
8	76	76.5	+ 00.5
9	57	55	- 02
10	50	49	- 01
11	62	71	+ 09
12	58	50	- 08
Mean Scores (%)	58.3	64.9	+ 06.6

S. D. of Diff. = 8.89
S. E. of Diff. = 2.68

Calculated t value = $2.45 > 1.796 = t_{.05}$ from table (d. f. = 11)
∴ Difference is Significant with Probability at 5% level.

3.10 WORLD GEOGRAPHY

Student Number	Pre-test Score (%)	Post-test Score (%)	Difference Score (%)
1	19.0	25.0	+ 06.0
2	8.4	10.6	+ 02.2
3	9.9	15.1	+ 05.2
4	19.0	32.5	+ 13.5
5	26.6	35.6	+ 09.0
Mean Scores (%)	16.6	23.8	+ 07.2

Standard Deviation of Difference = 7.69
Standard Error of Difference = 3.845

Calculated t value = 1.873 $<$ 2.132 = $t_{.05}$ from table (degrees of freedom = 4)
Therefore, No Significant Difference is shown!

3.11 WORLD HISTORY I & II

Student Number	Pre-test Score (%)	Post-test Score (%)	Difference Score (%)
1	24.3	58.3	+ 34.0
2	0	23.4	+ 23.4
3	10.6	14.3	+ 3.7
4	8.4	12.8	+ 4.4
5	7.6	14.3	+ 6.7
6	4.6	1.5	- 3.1
7	3.8	0	- 3.8
Mean Scores (%)	8.5	17.8	+ 9.3

S. D. of Difference = 16.06
S. E. of Difference = 6.555

Calculated t value = 1.419 $<$ 1.943 = $t_{.05}$ from table (d. f. = 6)

$\therefore$ N. S. D. shown!

3.12 UNITED STATES HISTORY I & II

Student Number	Pre-test Score (%)	Post-test Score (%)	Difference Score (%)
1	22.8	38.6	+ 15.8
2	22.0	25.0	+ 3.0
3	18.2	18.1	- 0.1
4	7.6	16.6	+ 9.0
5	9.9	20.4	+ 10.5
6	6.8	12.1	+ 5.3
7	4.6	7.5	+ 2.9
8	0	7.5	+ 7.5
9	11.4	15.9	+ 4.5
10	0	9.8	+ 9.8
11	9.9	20.4	+ 10.5
Mean Scores (%)	10.3	17.4	+ 7.2

Standard Deviation of Difference = 7.92
Standard Error of Difference = 2.51

Calculated t value = 2.87 $>$ 1.812 = $t_{.05}$ from table (degrees of freedom = 10)
Therefore, the Difference is Significant with Probability at the 5% level.

3.13 ECONOMICS

Student Number	Pre-test Score (%)	Post-test Score (%)	Difference Score (%)
1	24.3	58.4	+ 34.1
2	15.2	23.4	+ 8.2
3	25.8	18.9	- 6.9
4	19.0	25.0	+ 6.0
5	20.5	9.8	- 10.7
	21.0	27.1	+ 6.1

S. D. of Difference = 16.72
S. E. of Difference = 8.36

Calculated t value = 0.730 $<$ 2.132 = $t_{.05}$ from table (d. f. = 4)

∴ No Significant Difference is shown!

Thus results in student achievement were split. Of the 13 course sequences studied in the analysis presented in the 13 sections of Table 3, most of them 2-terms in length, statistical significance was measureable with 7 class groups; significance was not attained with 6 class groups. And, with these latter groups, gains as represented by the difference column, were minimal.

Correspondingly, Table 4 below presents in summary form that the minimum pre- to post-test gain score of 40% guaranteed under Evaluation Objective #2, has not been met in any of the courses except those in mathematics. Gains, in general, were rather minimal.

Table 4

SUMMARY OF PRE- POST-TEST DIFFERENCES AS SHOWN BY "IN-HOUSE" SPECIFIC SUBJECT AREA CURRICULUM TESTS — Lower East Side Preparatory School (for School Year 1970-1971)

Major Subject	Summary Statement About Statistical Significance*	Matched Sample Size	Gain Criterion (40% Minimum)
General Math	(Uncorrelated Scores)	Pre = 14 Post = 7 (unmatched)	10.0% (Non-Equivalent)
Geometry	Significant at .025 level	8	52.5% Criterion
Algebra I	Significant at .005 level	12	48.4% Criterion
Advanced Algebra and Trigonometry	Significant at .01 level	11	63.2% Criterion
General Science	Not Signif. at .10 level	3	9.5% Not met
Biology	Not Signif. at .05 level	6	13.0% Not met
Chemistry	Significant at .005 level	13	4.9% Not met
English 1st-2nd Yrs.	Significant at .005 level	18	16.6% Not met
English (Upper Div.)	Significant at .025 level	12	6.6% Not met
World Geography	Not Signif. at .35 level	5	7.2% Not met
World History	Not Signif. at .10 level	7	9.3% Not met
U. S. History	Significant at .01 level	11	7.2% Not met
Economics	Not Signif. at .25 level	5	6.1% Not met

* t test of Correlated Means

C. Standardized Achievement Testing

The school year commenced operationally one month late, and pre-program testing with the Metropolitan Achievement Tests for reading and arithmetic was completed in November, 1 9 7 0 .

Administrative judgment was made of each student according to his records (if on file), his teacher's recommendations, and interview. Then each student was given a battery of four tests:

1. Word Knowledge
2. Reading Comprehension
3. Arithmetic Computation
4. Arithmetic Problem Solving.

For each student, these four tests came from one of three levels of the Metropolitan Achievement Test Battery:

Elementary Battery, Form C, 1961 edition for Grade Equivalents 3.0 - 4.9.
Intermediate Battery, Form Am, 1958 edition for Grade Equivalents 5.0 - 6.9.
Advanced Battery, Form Am, 1958 edition for Grade Equivalents 7.0 - 9.9 (JHS).

In effect, 12 different component tests were in use from the three levels of batteries with attendant resulting score interconversion problems. The administration at the Urban Prep School rejected the originally proposed use of the High School Battery, Form Bm, 1963 edition as too difficult for the majority of the dropout-returnees enrolled, and not sufficiently sensitive to their current level of grade placement.

Twenty-five (25) enrollees completed the Elementary Batter, 23 completed the Intermediate Battery, and 15 completed the Advanced Reading Tests with 26 in the Advanced Arithmetic Tests. Sixty-three (63) were pre-tested in all.

Table 5 presents the pre-program year or entry point score means for the 12 component tests.

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Table 5 — from Page 42

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More than one-third (1/3rd) of enrollees ranked intially in the low middle

Table 5

METROPOLITAN ACHIEVEMENT TESTING AT ENTRY INTO PROGRAM--L. E. S. P.

A Summary of Group Means — Fall 1 9 7 0

	Elementary Battery		Intermediate Battery		Advanced Battery	
	Grade Equiv.	Per-centile	Grade Equiv.	Per-centile	Grade Equiv.	Per-centile
Word Knowledge N =	4.1 (25)	25.0	7.2 (23)	55.3	10.5 (15)	57.4
Reading Comprehension N =	4.1 (25)	34.3	7.6 (23)	63.7	10.7 (15)	64.1
Arithmetic Computation N =	5.9 (25)	80.8	7.2 (23)	66.0	9.3 (26)	41.6
Arithmetic Probl. Solv. N =	5.1 (25)	57.2	7.4 (23)	65.7	8.9 (26)	49.6

elementary grades in reading comprehension and vocabulary at entry into the Prep School with reading level below 6th grade. Another third ranked initially below high school entry with reading level in the 7th grade. Only one-fourth (1/4th) ranked in the high school range for reading (10th grade).

The grade level gap between enrollees on the three Metropolitan Achievement Test Batteries for reading comprehension was approximately three (3) years, but only two (2) years on the arithmetic tests. Students from China had strong mathematics backgrounds and inflated the grade equivalent mean on the Elementary Battery above their reading deficits by from one to two years.

With great losses of students through dropouts and new registrations, only a relatively few students completed one component Metropolitan Achievement Test Battery by end of the second trimester--the Advanced Battery to provide a matched sample study for possible significance of gains shown during their anticipated growth in the academic year. Administrators failed to give them the Elementary and Intermediate

for post-measure. Table 6 presents this substudy for statistical significance for 8 students.

Table 6

SIGNIFICANCE OF GROWTH IN READING AND ARITHMETIC OVER 5 MONTHS at LOWER EAST SIDE PREP (1970 - 1971)

STUDENT NUMBER	READING COMPREHENSION Fall/70 Test (Grade Equiv.)	Spr./71 Re-Test (Grade Equiv.)	Difference (Grade Equiv.)	ARITHMETIC PROBLEM SOLVING Fall/70 Test (Grade Equiv.)	Spr./71 Re-Test (Grade Equiv.)	Difference (Grade Equiv.)
1	12.2	12.7	+ 0.5	11.2	11.5	+ 0.3
2	12.9	12.9	0	10.7	11.2	+ 0.5
3	10.8	11.4	+ 0.6	9.0	12.4	+ 3.4
4	12.7	12.7	0	10.2	6.8	- 3.4
5	11.6	10.2	- 1.4	8.9	2.0	- 6.9
6	10.8	12.2	+ 1.4	10.2	11.2	+ 1.0
7	11.4	12.3	+ 0.9	—	10.2	—
8	10.1	10.6	+ 0.5	9.3	9.5	+ 0.2
Mean Scores	11.6	11.9	+ 0.3	9.9	9.4	- 0.7

Stand. Dev. of Diff. = 19.54
Stand. Error of Diff. = 7.37

Calculated $t = 1.710 < 1.895 = t_{.05}$ from table.

∴ No Significant Difference shown!

S. D. of Difference = 29.18
S. E. of Difference = 11.91

Calc. $t = -1.265 < 1.943 = t_{.05}$ from table.

∴ N. S. D. shown!

The t values obtained indicated no significant differences for this group on Table 6 in the small reading gain (less than the 0.5 grade equivalent expected), and in mathematics where there was actually a loss of -0.7 year for this small sample.

Following the above feedback, the evaluator requested the administrators seek out any remaining students for retest on the Metropolitan Achievement Tests' Elementary and Intermediate Batteries. Four (4) additional students were then tested yielding matched sample data which was combined with 8 students analyzed for the data on the Advanced Battery above. The resulting study of 12 matched sample students for possible significance in growth in reading and in arithmetic

was completed using percentile scores instead of grade equivalents, and is presented below in Table 7.

Table 7

SIGNIFICANCE OF GROWTH IN READING AND ARITHMETIC OVER 6 MONTHS at LOWER EAST SIDE PREP (1970 - 1971)

	READING COMPREHENSION			ARITHMETIC PROBLEM SOLVING		
STUDENT NUMBER	Fall/70 Test (Percentiles)	Spr./71 Re-Test (Percentiles)	Difference (Percentiles)	Fall/70 Test (Percentiles)	Spr./71 Re-Test (Percentiles)	Difference (Percentiles)
1	82	61	- 21	96	97	+ 01
2	57	12	- 45	65	94	+ 29
3	96	92	- 04	61	43	- 18
4	09	10	+ 01	85	92	+ 07
5	94	98	+ 04	60	76	+ 16
6	88	95	+ 07	60	15	- 45
7	67	63	- 04	85	89	+ 04
8	71	94	+ 23	53	78	+ 25
9	65	55	- 10	50	16	- 34
10	42	72	+ 30	52	53	+ 01
11	55	97	+ 42	51	01	- 50
12	32	41	+ 09	76	78	+ 02
Mean Scores	63.2	65.8	+ 02.7	66.2	61.0	- 05.2

Stand. Dev. of Diff. = 22.24
Stand. Error of Diff. = 6.70

Calculated $t = .399 < .540 = t_{30}$ from table

∴ No Significant Difference shown!

S. D. of Diff. = 25.49
S. E. of Diff. = 7.677

Calc. $t = .677 < .697 = t_{25}$ from table

∴ N. S. D. shown!

Again no significant differences were found in the slight upward movement of reading scores, which differences could be accounted for by chance. The change in arithmetic was minimally downward. Although it was known that administrative conditions for retesting were less than adequate--absentees were cornered weeks later and retested at odd times--the downward trend cannot be accounted for except by chance alone. Normally, growth would have been anticipated under any regimen of instruction. The design criterion in Evaluation Objective #2 has <u>not</u> been met.

D. Credits Earned Toward Graduation

Records from 25 students continuously on register were summarized for a two-term study of credits earned toward their academic diplomas to be eventually awarded by the two "home" high schools. The two years of record were: first at the "home" high school (2-terms), and then two trimesters at Lower East Side Prep. Records at Newark Prep were incomplete and many students listed could not be included in the data analysis below. Of the groups from Haaren and Seward Park high schools, listings occur only for those students whose records were complete. As seen from Table 8 below, the direction of change was always positive for the greater number of credits earned at the Urban Prep School. Correspondingly, the percent of gain was enormous and in 14 cases, is represented by the infinity sign for gain over zero (∞). The mean gain percentage of 340.9% was composed only of those 11 cases that are represented by real numbers.

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Table 8 — from page 46

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The difference is highly significant for gains at the 1% level of confidence, suggesting that the enormous increase in credits earned was related to the inputs or variables at work in the Urban Prep School. The average expected criterion level of gain in credits earned (40% to 60% as stated in Evaluation Objective #3), was exceeded by a factor of better than 6:1.

Table 8

CREDITS EARNED TOWARD GRADUATION

Student Number	1969-70 Sch. Yr. @ "Home" School Credits	1970-71 Sch. Yr. @ L. E. S. P. Credits	Difference Credits	Percent of Gain (%)
@ Newark Prep				
1	0	5.5	+ 5.5	∞
2	0	5.5	+ 5.5	∞
3	0	0	0	0
4	3	7.0	+ 4.0	133.3
@ Haaren				
5	3	12.0	+ 9.0	300.0
6	2	9.0	+ 7.0	350.0
7	3	11.0	+ 8.0	266.7
8	0	5.0	+ 5.0	∞
9	0	4.5	+ 4.5	∞
10	1	12.0	+ 11.0	1,100.0
11	3	6.0	+ 3.0	1,000.0
12	0	6.0	+ 6.0	∞
13	0	11.0	+ 11.0	∞
14	0	11.0	+ 11.0	∞
15	0	10.0	+ 10.0	∞
16	0	9.0	+ 9.0	∞
17	0	4.0	+ 4.0	∞
@ Seward Park				
18	0	11.0	+ 11.0	
19	1	9.0	+ 10.0	1,000.0
20	0	7.0	+ 7.0	∞
21	0	9.0	+ 9.0	∞
22	0	6.0	+ 6.0	
23	5	10.0	+ 5.0	100.0
24	3	6.0	+ 3.0	100.0
25	1	4.0	+ 3.0	300.0
MEAN SCORES	1.00	7.62	+ 6.70	340.9

Standard Deviation of the Difference = 6.88
Standard Error of the Difference = 1.404

Calculated t value = 4.785 $>$ 2.797 = $t_{.01}$ from table (degrees of freedom = 24).

Therefore, credits earned at Lower East Side Prep is highly significant statistically with Probability at the 1% level of confidence.

E. Graduation and College Placement -- F # 17 - 05472
July 1971

This section of findings belongs to the end of the third trimester and the end of the Urban Prep School year, July 31st 1971. As such, it is legally a part of the 2nd year's evaluation, but functionally it belongs only in the Final Report -- First Year of Operation, Lower East Side Prep.

Lower East Side Prep school has issued an undated sheet stating that 10 students were granted diplomas in July 1971. Only 9 of these could be confirmed by name as having received academic diplomas from the two "home" high schools. This constitutes 9 over 63, or 14.2% of the initial register in October 1970.

The ethnic breakdown of the graduating group was as follows:

3 Black students over 9 initially = 33.3% of the October register;

5 Chinese students over 34 initially = 14.7% of the October register;

and 1 Puerto Rican student over 12 initially = 08.3% of the October register.

At least 7 of the 9 above-graduated students have been followed up into the 1971-72 school year as attending the following colleges:

Brooklyn College

Fordham University

Herbert H. Lehman College

New York City Community College

Queens College

Queensborough Community College

Upsala College.

This modest presentation of end-point data may be examined in the light of the first year's problems at the Urban Prep School, and only one year out of the Street Academy stage of operation.

F. English Language Proficiency

Although 17 students were pre-tested with the first section of the Gates-McKillop Reading Diagnostic Test which gave a rapid raw score convertible directly to grade equivalent, the matched sample study is limited to 12 students as reported below in Table 9 due to dropouts before and during the third trimester.

The table shows extreme English reading deficit among this group with pre-test mean at grade equivalent 3.3. With only 5 months study time input, the post-test mean of 4.6 grade equivalent showed a +1.3 year's gain or 41.7% over measured baseline (pre-test). In every case, the direction of change was positive, and upon calculation of standard deviation of the difference (1.00), the Student's "t" test showed these gains to be statistically highly significant with confidence at the 1% level of probability that in better than 99 cases out of 100 (of the kind under study here) such differences would not occur by chance alone.

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Table 9 — from page 49

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If we can overlook the probable lack of validity of the Gates-McKillop instrument for measuring proficiency, we can say finally that with a 41.7% mean gain percentage, the criterion as stated in Evaluation Objective #4 to improve English language proficiency by at least 33% has been exceeded by 9 out of the 12 students in the matched study sample.

Table 9

ENGLISH PROFICIENCY TESTING FOR E S L IMMIGRANT STUDENTS

(School Year 1970-71)

Utilizing the Gates-McKillop Reading Diagnostic Test Among Chinese Born Recent Immigrants at Lower East Side Prep.

Student Number	Pre-test (1/71) Grade Equiv.	Post-test (6/71) Grade Equiv.	Difference in Grade Equiv. Points	Pre-to-Post G A I N in Percent (%)
1	3.0	5.0	+ 2.0	67
2	3.2	4.4	+ 1.2	38
3	4.0	4.7	+ 0.7	18
4	2.5	2.8	+ 0.3	12
5	4.5	4.7	+ 0.2	04
6	3.2	4.5	+ 1.3	41
7	2.8	3.8	+ 1.0	36
8	3.1	4.4	+ 1.3	42
9	3.0	4.6	+ 1.6	53
10	3.5	6.3	+ 2.8	80
11	2.7	4.4	+ 1.7	63
12	4.1	6.0	+ 1.9	46
MEAN SCORES	3.3	4.6	+ 1.3	41.7

Standard Deviation of the Difference = 1.000

Standard Error of the Difference = 0.301

Calculated "t" value: $4.313 > 3.106 = \text{tabular } t_{.01}$ (with 11 degrees of freedom)

CONCLUSION: Gain is Statistically Significant with Probability at the .01 level.

G. Student Attitudinal Survey

Appendix D displays the 28 item attitudinal questionnaire given all students present on a single administration in the third trimester, April 1971. Adapted from previously utilized structured interviews given students with somewhat similar backgrounds, a five-point strength of opinion scale ranging from strongly positive (++) through neutrality (0) to strongly negative (—) featured the students' responses made by their circling the number of the item of their choice.

Table 10 — a two-page document below analyzes the 28 items into 13 categories for the 45 students who completed the survey.

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Table 10 — from pages 51-52

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Positive attitude was expressed toward classes at the Urban Prep School and toward quality in the instructional level. Very positive attitude was registered toward the amount of reading increment, and less positivity toward increment in other subject areas. Problem-solving ability gained received a less positive rating by students and more non-entries.

Although students showed some difficulty in relating to authority figures, they adjudged the Urban Prep School teachers much more favorably as compared to public school teachers and perceived of the Urban Prep School program as markedly different from the public school program.

Students rated teachers more highly than streetworkers. This may be related to the role of streetworkers as taskmasters who bring the initial pressure on the student for completing his schooling and motivating him to self-discipline, whereas the teacher's role may seem more supportive. Teachers and administrators also out-rated streetworkers as model adult figures 3 : 1, a figure exceeded only by their own self-esteem.

Table 10

STUDENT ATTITUDINAL SURVEY AT LOWER EAST SIDE PREP SCHOOL — SPRING 1971

N = 45

Item Categories (Numbers refer to Survey Items in Each Group)	Strength of Feeling or Opinion from Strongly Positive-thru-Neutral-to-Strongly Negative (% of Total Number)					
	++	+	0	-	--	No Entry
Feeling about classes at L. E. S. P. #1, #28	22.2	55.5	11.1	8.8	0	2.2
Quality and Level of Learning at L.E.S.P. #3, #9, #12	20.7	42.9	30.3	2.9	0.7	2.2
Perceived difference of L.E.S.P. Program from Regular School Program. #26	22.2	68.8	8.8	---	---	---
Amount of:						
a) Reading Increment. #5	42.2	28.8	28.8	---	---	---
b) Other Learning. #25	2.2	86.6	4.4	---	---	---
Amount of Problem-solving Ability Learned at L. E. S. P. #10	26.6	35.5	20.0	2.2	4.4	11.1
Future Plans:						
a) Getting Ahead. #4, #20	35.5	40.0	18.8	---	---	5.5
b) Staying in School. #21, #27	18.8	54.4	20.0	1.1	1.1	4.4
How Well do Students Relate:						
a) To Teachers & Authority Figures #2, #11, #22	20.7	37.7	31.8	5.1	1.4	2.9
b) To L.E.S.P. Teachers as Compared to Public H. S. Teachers. #23	44.4	31.1	20.0	---	4.4	---
Influence and Respect for:						
a) Teachers. #13, #15	6.6	32.2	34.4	20.0	6.6	---
b) Streetworkers. #14, #16	4.4	22.2	32.2	26.6	14.4	---
Help with Personal Problems:						
a) Teachers. #17	17.7	42.2	15.5	24.4	---	---
b) Streetworkers. #18	8.8	37.7	24.4	26.6	---	2.2
Model Persons at L. E. S. P. #19						40.0
a) Administrators			15.5			
b) Teachers			15.5			
c) Streetworkers			4.4			
d) Myself			20.0			
e) All			4.4			

Table 10 (Continued)

N = 45

Lower East Side Prep School and Student Goals		Number of Students	Percent (%)
Why 45 students came to L. E. S. P.:	Item #8		
a) Probation from regular H.S.		2	4.4
b) Self-motivation--wanted to come		26	57.7
c) Parents wanted them to go		0	0
d) Friends were going to L.E.S.P.		2	4.4
e) Nothing else to do		2	4.4
f) Other reasons. (transfer; get educated; learn more things; couldn't learn in H.S.; Newark Prep closed; go to college).		13	28.8
No Entry		0	0
L. E. S. P. seen as preparation best for:	Item #7		
a) Earn more money		4	8.8
b) Know better goings on in world and in city		24	53.3
c) Live happier life		8	17.7
d) Improve liking for art, music, literature		0	0
e) Keep off streets		5	11.1
f) O t h e r - - - - - - - - - -		0	0
No Entry		4	8.8
L. E. S. P. best leads to other institutions:	Item #6		
a) Regular High School		6	13.3
b) Full-time work		4	8.8
c) Job Corps		0	0
d) College		30	66.6
e) Armed Services		0	0
f) O t h e r (for life; for training school)		5	11.1
No Entry		0	0

* See Appendix D for complete copy of Survey.

Nearly 58% of enrollees (as reported on the second page of Table 10) were self-motivated to attend Lower East Side Prep. The future goal of such attendance for two-thirds (66.6%) of them was college placements, an unexpectedly high figure for the dropout-returnees.

H. Teacher Questionnaire and Interview

Appendix E displays the one-page questionnaire form completed by the coordinator or the evaluator in a 10-minute structured interview conducted with every staff person in the organization of the Lower East Side Prep school.

Table 11 below (in two pages) tabulates and summarizes the information appearing on these questionnaires from the structured interviews in precise form for 13 regular, part-time, volunteer, and teaching administrator personnel.

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Table 11 — from pages 54-55

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Referring only to the six (6) State-funded personnel included in Table 11, the following summary statements can be made:

1. The ethnic composition of teaching staff reflects that of the student body with 2 Chinese, 1 Black, 1 Puerto Rican and 2 Caucasian persons.

2. In age, 4 are under 30, one under 40, and one under 50 years.

3. Three (3) of the 6 are from out-of-state, and 3 were brougt up in New York.

4. One (1) is working toward an undergraduate degree, 5 hold bachelor's degrees with one of these 5 having completed 30 credits toward a master's degree and one other holding already a completed master's in Library Science.

Table 11

CHARACTERISTICS OF THE FACULTY
Lower East Side Prep Spring 1971

[Figures in Nos. & Percent of Total] N = 13

Sex			Age Group			Ethnic Background			Where Brought Up		
M	8	61.5	Under 21	1	7.7	Black	3	23.0	Urban	9	69.2
			21 - 30	9	69.2	Puerto Rican	2	15.4	Suburban	2	15.4
F	5	38.5	31 - 40	1	7.7	Chinese	2	15.4	Rural	2	15.4
			41 - 50	2	15.4	White	6	46.2			

Teacher Category			Ave. No. of Subj. Taught per Category
Full-time City Payroll (Cert. of Competency)	7	53.8	4.0
Part-time Private Fund (Morgan Guaranty Trust)	1	7.7	4.0
Part-time Unpaid (Student-teacher)	1	7.7	2.0
Part-time Unpaid (Volunteer teacher)	1	7.7	5.0
Full-time Private Fund (Teacher-Administrator)	3	23.0	3.7
			3.8 [Ave. All Cat.]

Region of Upbringing		
New York City	5	38.5
East Coast	1	7.7
Deep South	1	7.7
West Coast	3	23.0
Puerto Rico	2	15.4
mainland China	1	7.7

Teacher Training			Ave. Length of Tchr. Training:
Teacher Training in College	7	53.8	1½ Years
No Formal Teacher Training	6	46.2	

Educational Level Attained		
No College	0	
Undergraduate College without degree	3	23.0
Undergraduate College with Bachelor's Degree	3	23.0
Graduate School without degree	5	38.5
Graduate School with Master's Degree	0	
Post Master's Graduate Study	2	15.4

Most Recent Major Area of Study		
English-Lang. Arts	2	15.4
Social Studies	1	7.7
Natural Science	2	15.4
Seminary-Religious	2	15.4
Business Education	1	7.7
Education	1	7.7
Art Education	1	7.7
Mathematics	1	7.7
Library Science	1	7.7
Guidance & Counselling	1	7.7

Homework Required			Times per Week	Ave. Length per Ass'gm't
Assigned	11	84.6	3x Average per teacher	47 minutes
Not Assigned	2	15.4		

Teaching Method Used		Ave. Percent of Time per Teacher
Recitation Ques-Ans.	12	58
Lecture	9	27
Individualized Study Group	8	29
Tutorial	3	7
Seminar	2	10
Project	1	70

[Table Completed on Next Page - - -]

Table 11 (Continued)

CHARACTERISTICS OF THE FACULTY

Working in Education Is Seen As:		
An Interim Job	3	23.0
A Long-Term Professional Committment	9	69.2
No Response	1	7.7

Teachers' Self-Ratings on Attitudes Toward:	Students		Administrators		Other Teachers	
Very Positive	4	30.8	2	15.4	4	30.8
Positive	8	61.5	7	53.8	9	69.2
Neutral	1	7.7	3	23.0	0	
Negative	0		1	7.7	0	

Interview Abstracts [Key Phrases]

On Attitude Toward Students

Discipline built on personal relationships
Many strong personalities
Absence of ingratiation
Have been "screwed" by System
Like them as people
Would like more intellectual challenge

On Attitude Toward Administrators

Adequate; successful; cooperative
Encouraging and supporting
See them as individuals; not as bosses
Not too effective; jobs unclear

On Attitude Toward Other Teachers

Excellent
Cooperative and friendly
Close with some; not with others
Fantastic
O. K., but don't work closely with other staff; mostly on personal level.

Like Most About the Academy

As Spoken by Administrators:
Freedom
The Faculty
Absence of Regimentation

As Spoken by Teachers:
Open, honest atmosphere
Small size
Close relationships
Rapport; informality; spontaneity
Program suited to individual needs
Helping dropouts to come back
Students encouraged to assume responsibility
No prison-like atomosphere

Like Least About the Academy

As Spoken by Administrators:
Financial plight of the school
The early A. M. hours

As Spoken by Teachers:
Lack of caring on part of students for what they do
Lack of materials
Lack of space
Lack of curriculum
Classrooms too small and noisy
A personal sense of insecurity
Students suspension policy
Interpretation of rules
Poor communication
State requirements for diploma
Lack of experience of administrators

Ten (10) Years from Now, I Expect to be Doing

Absolutely no idea
Something with Community Development in Education
Teaching somewhere
Teaching .(subj.)... at college; at Prep School
In education daytime--while raising children
A physician in Chinatown area
Working with underprivileged
School Principal; administration
Guidance Counselor in college.

* * *

5. The range of teaching experience varies from one to four years.

6. Attitudes of positivity of teachers toward each other exceeded in positivity that toward the students, although both categories were above the 90 percent level. Teachers also recognized a general lack of closeness with each other as far as work projects is concerned. There was also less positivity toward administrators.

7. Teachers liked most about the Urban Prep School the level of close rapport with students, a sense of openess, informality, less regimentation compared to large metropolitan schools.

8. Teachers liked least the lack of teaching materials, lack of space, lack of curriculum development (for which they were responsible), noise and other limiting features of the educational facility and its location. On the student level, some teachers were quite concerned about the students not caring sufficiently about themselves and what they did for themselves.

Key features of faculty attitudes and opinions on the interpersonal level have been abstracted and summaraized on the second page of Table 11 under the heading: Interview Abstracts.

I. Failure of the Tutorial Program

The enrollees' 7-period daily program has included a tutorial module in which the students in need of remediation received daily work in English reading, in mathematics, or in specific subjects to help them keep up with the pace of instruction (See Chapter I, page 4). Tutoring was to have been conducted by a combination of teachers and volunteer tutors from the community.

With more than half the students having tutoring needs, teacher time with individuals on a daily basis to several dozen students was not feasible. Word was broadcast, and a cadre of more than one dozen adult volunteer tutors was recruited from area business corporations and from the ranks of area college students.

The failure of this component of the program was implicit in its operation as follows:

1. Tutors did not come regularly, set a model of lateness for students to imitate, lacked firm commitment to their tutees, and tended towards a large turnover and non-continuity in their functioning.

2. Students were poorly monitored on their tutoring schedule, tended to show up only when coerced, and reported a sense of peer group pressure at appearing "stupid" to require the visibility of extra-class tutoring sessions.

3. Teachers generally failed to articulate individual student needs with individual tutors so that such tutoring as occurred tended to be disconnected from the core of the Urban Prep School program, and from some individual needs.

4. There was no methodology established for the tutoring process. This corps of untrained, variously skilled volunteers showed varying degrees of enthusiasm from ebullience to scolding, and transmitted the way they remembered being taught. There was no workshop time, no orientation, and no training given them.

5. Self-instructional materials, English and foreign language tapes, and records though present in the school were not brought into play for student tutorial hours. Responsibility for this lack, devolves primarily on the teachers as subject matter experts in their fields, and secondarily on the teaching co-administrators.

By the third trimester, with the leaving of the founding person of this alternative school, community contacts were not adequately sustained for this component, and the tutorial program tended to fade out. Teachers also were

observed to be lax in pressing tutoring schedules on needy students before Regents Examinations as well as the Urban Prep School's own final exams. It can be postulated that the considerable number of borderline failures in these examinations could have been mitigated by better attention to this individualized component in the instructional program.

J. Summer Component to First Year -- F # 17 - 05472
July 1971

An advance of funds for summer salaries for five teaching positions was approved for the probably recycled program's second year. Functionally the program represented the conclusion to the first year's operations as stated above in Section E in which the third trimester to meet a minimum 13 weeks time input, had to run through July 31st. Findings of this summer period follow.

Observational findings of this post-June period were unfavorable in a number of ways:

> Attendance was way off, even for those students who had not dropped out to take summer employment. Days with only two dozen students in school, divided among a half-dozen teaching positions were commonplace. Teacher absence was high. Teachers failed to submit reports of work and recommendations to acting administrators on time. Other records were not completed. One administrator had already left the school; the others did not submit an attendance summary to the evaluation agency. Some records were lost or stolen during the summer. The teacher-coordinator resigned from the Urban Prep School and left before the end of June, forcing consolidation of some classes. No materials ordered during May-June were received for the summer component.

Table 12 lists the end-term report from every class, showing the approximately 50% drop-off by July of the April register of approximately 60 students, and the number of those remaining who passed each course.

---------- Table 12 -- from Page 59 ----------

Table 12

SUMMER COMPONENT BY COURSES — THIRD TRIMESTER
AT LOWER EAST SIDE PREP — APRIL - JULY 1971

Course	April/71 Register	July/'71 Register	Percent of Loss	Number Passing Final Exam	Number Passing Course	Percent of Pass to July Register	Percent of Pass to April Register
English II	10	4	60	4	4	100	40
English III-IV	17	5	71	5	5	100	29
English V-VI	12	8	33	5	6	75	50
Engl. VII-VIII	13	11	15	11	10	91	77
Language Arts I	9	5	44	4	4	80	44
Language Arts II	11	6	45	4	4	67	36
Language Arts IV	4	2	50	2	2	100	50
Algebra I	14	6	57	4	4	67	29
Algebra II	7	3	57	2	2	67	29
Trigonometry I	15	8	47	6	7	88	47
Trigonometry II	2	1	50	1	1	100	50
Geometry I	12	3	75	0	2	67	17
Geometry II	5	1	80	0	0	0	0
General Math	7	7	0	6	6	86	86
Gen. Science I	10	6	40	2	3	50	30
Biology I	23	9	61	5	6	67	26
Chemistry I	9	3	67	0	1	33	11
Chemistry II	7	3	57	0	0	0	0
World History I	17	8	53	2	6	75	35
U.S. History I	20	9	55	4	4	67	20
U.S. History II	14	9	36	6	5	56	36
Economics	16	13	19	11	12	92	75
Chinese History	11	5	55	5	5	100	45
Spanish I	8	4	50	4	4	100	50
Spanish II	6	3	50	3	3	100	50
Spanish III-IV	6	5	17	4	5	100	83
Calligraphy	15	5	67	5	5	100	45
Psychology	8	3	63	3	3	100	33
Art	13	9	31	9	9	100	69
29 Courses							
MEAN SCORES	11.1	5.7	48.4	4.0	4.4	76.8	40.9

Table 12 clearly shows (2nd column) that as students left school in June to take summer employment or for other reasons, average class registers dropped to below one-half dozen students per class. And, in fact, the figure was even smaller on the basis of daily absences.

While the great majority of those remaining passed the final exams given at end of July and thus passed their courses, there was a level of further attrition amounting to over 20% of even this remnant summer population on the average who as a result did not receive credit for their investment in time and energy in these courses. Thus only slightly more than 40% of 60 enrollees (approximately 25 students) (see last column, Table 12) completed the third trimester and received course credit for work accomplished toward their high school diplomas. It became clearly evident to the acting administration, faculty in meetings, and Board of Directors of Break Free that future operation of the Urban Prep School could not again tolerate a weak ending to a year that had started with such zeal. A summary statement series circulated among acting administrators and some faculty as generated by them, pinpointed problem areas and called for specific recommendations which were generally not further elaborated by teachers, not all of whom had completed end-year faculty reports (See Appendix G).

On the more positive side, the maintenance of a full instructional program of 29 courses (including all major subject groups plus electives--See Table 12), despite summer absences and shrinkage in personnel; the completion of final examinations and full closure in instruction for all courses without exception, and the graduation of 9 (nine) senior students (See Section E, this Chapter) were signs of a basically viable structure. Crucial to this maintenance of structure was the critical role of streetworkers functioning within the school as well as out in the community. These streetworkers helped secure full attention by students to attendance, to proper discipline in the school, to personal decorum, to raising their self-images, and to applying themselves to their studies despite the summer heat.

Second Year Pre-planning. During the summer, extensive plans for the applied for recycled program in a second year were set forth in detail. The revised budget and State Urban Education Program Proposal, as submitted, contained detailed job descriptions featuring an end to the co-directorship concept and clearly delimited responsibilities among different persons.

A full complement of educational materials and equipment to support a planned 33% expansion of the student body to 80 and improved curriculum design was set forth in a series of conferences lasting late into the night and on weekends. The major funding source from private industry (Morgan Guaranty Trust Company) promised the support of its own instructional resources in reading remediation and business courses through its personnel Training Division.

Advertisements were let and extensive interviewing of persons, many from beyond the Metropolitan New York area was undertaken in the search for a new Director and Assistant Director.

In each of the above areas of concern, the Bureau of Educational Research was called upon and its resources put to use to give continual advisement in the restructuring of the Urban Prep School toward building a stronger alternative model for the Lower East Side resident dropout's return to completing his secondary education.

* * * *

V CONCLUSIONS AND SUMMARY TO THE FIRST YEAR'S PROGRAM

Introduction

The immediate purpose of the program stated at the beginning of Chapter II: "...to motivate high school dropouts from the streets of the Lower East Side--Chinatown community to complete successfully their high school education" appears to be headed in the direction of partial attainment, as the preceding evidence has detailed.

In attempting to answer the problem stated for this program in Chapter II: CAN THE LOWER EAST SIDE PREP SCHOOL PROVIDE AN EDUCATIONAL PROGRAM WHICH MOTIVATES PARTICIPANTS TO REMAIN IN SCHOOL AND COMPLETE THEIR HIGH SCHOOL EDUCATION? The immediately measured and observed results from the preliminary year of operation tend to indicate direction that suggests a qualified affirmative answer. The data received indicates that for a proportion of enrollees, we may tentatively conclude that the program is a motivator toward completion of their secondary schooling.

Three sets of specific conclusions appear below:

Seven(7) conclusions from the data keyed to the Evaluation Objectives.

Five (5) conclusions from attitude instruments and interviews.

One (1) conclusion and eight (8) summary statements from observing features of the program in action.

A. Conclusions from Hard Data Received and Analyzed

1. Attendance. Evaluation Objective #1 has been achieved in a highly statistically significant improvement of attendance at the Urban Prep School by means of absence reduction. Absence reduction exceeded the maximum criterion level of 70% over absences incurred by the same students at the last school of their attendance the preceding year, prior to their dropping out. The sample size of 26 represents 41% of the initial fall enrollment of 63 dropout-returnees.

From this it can be concluded that the Prep School program significantly reduces absences for dropout-returnees.

2. Academic Achievement. Evaluation Objective #2 has not been met in 10 out of 13 major courses measured. Increments in learning as measured by "in-house" pre- and post-testing failed to achieve the minimum criterion level of 40% in 10 courses. However, in three mathematics courses, gains did fall within or above the 40% - 60% criterion range.

Despite the failure to achieve the criterion level of gains demanded by the objective, the modest gains achieved in a total of 7 of the 13 courses measured were statistically significant. Six (6) courses produced gains that were not statistically significant. Matched pair sample sizes for this study of pre- and post-test results were excessively small. Student knowledge level at entry, the testing program, and aspects of curriculum practice have been called into question. From this it can be concluded that the Prep School program significantly advances student achievement in at least half of course sequences taken.

3. Standardized Achievement. With only one-fourth (¼) of enrollees scoring grade equivalents at the high school level in the entering tests of the Metropolitan Achievement standardized test batteries (old editions), it can be concluded that the majority of students at the Lower East Side Prep School are in need of reading remediation or some level of specialized reading instruction.

The small sample size of 8 on the Metropolitan test battery has shown no statistically significant growth in reading by the end of the year. The increment was less than might have been expected by normal growth and development in any school program. It can be concluded (only tentatively due to small sample size) that the Prep School's regular English and langauage arts instructional programs need reexamination and restructuring in terms of the lack of significant increment on the Metropolitan Achievement Tests.

In the Metropolitan Achievement Tests in Arithmetic, although entry levels were higher, still one-half were below high school equivalent entry level, and

the matched sample study produced not only no significant difference over the 5 months period, but a decrement in grade equivalent scores. The same conclusion as for the English-language arts component would be appropriate, namely ; a re-examination and restructuring of the mathematics curriculum is called for, or at the least of the teaching methodology employed.

4. Credits Earned. The exceeding of the criterion level of at least 40% - 60% more high school credits earned at the Urban Prep School over that at the "home" high schools prior to dropping out by a factor of more than 6:1 (= 340+%) leads to the conclusion that the Urban Prep School program produces a highly significant increase in academic credits earned by formerly disaffected students toward their graduation.

Despite many theoretical and practical problems with curriculum, it can be concluded that the highly structured alternative school program has a strong enough holding power over those who stay with it and motivating force to produce creitable results over that of the standard high school program with statistically significant advantage at a confidence level of better than 99:1.

A corollary to this conclusion is that students are enabled to complete their high school education as witnessed by the graduation of 9 out of 63 (14.2%) of students initially enrolled by the end of the first school year. And further, most of the graduated students go on to college.

5. English Language Proficiency. Pre- and post-testing with a section of a standardized reading diagnostic test over a 5 months interval produced a gain in reading of from 3.3 to 4.6 grade equivalent score average among 12 student immigrants for whom English was a second language--a gain of 41.7% over only a 5 months input span. These gains were highly statistically significant at the 1% level of confidence. Thus for the small sample under study, English language proficiency gain exceeded the 33% criterion level expected in 9 out 12 cases; that gains were statistically significant; and that by inference, we may conclude that the Prep School's intensive program produced marked gains in English language proficiency

among the total group of bi-lingual students markedly deficient in English language skills at entry.

The probability that the Gates-McKillop Reading Diagnostic test used is not measuring critical problem areas in the test population, and that the gains while highly statistically significant, are an invalid measure, must be seriously entertained.

B. Conclusions from Attitudinal Surveys and Interviews

1. Student Attitudinal Survey. Strength of response on a scale of 5 degrees of attitude for 23 items in descending order was: 42.7% singly positive, 22.7% neutral, 20.1% very positive, 8.3% singly negative, 2.6% very negative, and 2.3% no entry. Thus we may conclude that a clear majority of students expressed positivity toward the Urban Prep School, its program, and how students related to adult authority figures there, with only a small minority (about 10%) of negative attitudes and feelings for specific areas expressed.

Highest on the list of positive items was student perceptions of differences between their program and that of the public high school, as well as perceptions of differences between the Prep School staff and public high school teachers with the Prep School in the lead. The amount of reading and other subject increments was also seen by the students as being very high. Teachers outranked streetworkers as adult authority figures, and streetworkers also did not figure as model persons for the students compared with teachers and administrators.

The strongest reason for coming to L. E. S. P. according to over half the enrollees was self-motivation; the strongest preparation seen in L. E. S. P. by over half was a knowledge base; and the first choice among short-range goals after L. E. S. P. was seen by two-thirds as college.

2. Teacher Attitudes and Characteristics. On the basis of questionnaire and interview, it can be concluded that teachers reacted negatively to lack of materials, space and guidance in curriculum matters. Teachers lacked cohesiveness with each other in working together in teams.

As a group, the typical faculty person was a young, non-white male holding a bachelor's degree who had little formal teacher training, came from an urban center outside of New York, and had majored in the humanities. On the basis of similar statements, it can be concluded that teachers had a positive attitude overall to working at the Urban Prep School. They favored most small class sizes, informality, and the intimate atmosphere in which they could personally help the student with his learning problems.

On the basis of analysis of time spent, it can be concluded that teachers relied heavily on the recitation-discussion method of teaching with question and answer in a teacher-led presentation mode, and with a heavy sprinkling of lecture method. Individualized instructional methods were little used. Reliance on text-book and chalk-board was heavy. Audio-visual materials and equipment were under-utilized.

Weak students were tutored on a more or less haphazard basis. The volunteer tutoring program in the absence of tutor training, teacher-coordination, and adequate supervision was largely unsucessful, it can be concluded.

C. Conclusion and Summary from Observational Analysis

The operational aspects of the program have been presented in great detail in Chapter III. The following brief summary statements will suffice:

1. Only generalized and unwritten consensus existed for student selection based on dropoutism and educational deficit through July 31st, 1971.

2. Streetworkers were the first adult models for the dropout-returnee. Streetworkers served in recruitment, parental and community contacts for placement, and afterwards in on-going guidance of the returnee in school and in internal attendance monitoring and discipline control.

3. Based upon classroom observations, viewing of all school documents and interviews with teachers and administrators, the curriculum in the first year was traditional, extensive, thoroughgoing, and oriented toward an academic diploma.

Only certain elective courses could be counted as business courses or characterized as oriented toward "third world" studies. Classes were teacher-centered. Basic revision of the curriculum by an administration shaky in its own new role, had not gotten off the ground.

4. Observed special programs and their reports from motivational poetry, independent study-travel, school trip days, core curriculum, and use of audio-visual materials may be regarded as preliminary attempts at experimentation. They varied from limited achievement of certain immediate goals for motivational poetry to outright failure for core curriculum. None was left at the end of July in a state of continuity or with adequate documentation that would allow it to continue into the second year without starting over.

5. The use of the newer technology in education and toward the encouragement of individualized modes of instruction and learning were hampered by a great lack of materials and by teacher insecurity about the possible dehumanization of students through use of machine mediators or programed materials.

6. The school was headed by a functioning "troika" of former Street Academy leaders--two co-directors and a teacher assigned as assitant (later to serve as acting administrator). Overlapping or weakly defined functional roles led to an intimate, but otherwise inefficient administration. By summer 1971, it was known that a complete turnover of the administration was taking place, and that job functions for the second year were in the process of being defined and discriminated.

7. Underspending of the first State Urban Education budget by 44.5% was reported in the Implementation Grant Application for the second year. Problems in coordinating and processing supplies and materials orders through the Reimbursible Programs Unit of the Board of Education were contributory to said underspending.

8. Teacher-coordination with the home high schools was an area that had not been adequately developed. Data keeping functions at the Prep School, and maintenance of records at the home high schools as well as communication to the two school faculties needed upgrading.

It may be concluded that all aspects of the Prep School program had been implemented in varying degrees in its first year as described, but that many of them as represented in Evaluation Objective #5, needed further development.

Recommendations toward this need have been included in Chapter VI.

VI RECOMMENDATIONS FOR THE SECOND YEAR'S PROGRAM

A. Recommendations for Data Gathering and the Evaluation Design

1. Modification of the Evaluation Objective on attendance to account for second year students whose attendance rates should not differ statistically from that of their first year at Lower East Side Prep.

2. Modification of the Evaluation Objective on academic achievement to reflect more realistically expected improvements from 40% - 60% to about 25% - 50% to account for the fact that many dropouts have been exposed to all or parts of courses they must repeat giving relatively high pre-test scores that appear to deflate achievement test gains in comparison between the end and start of a course.

3. Modification of the Evaluation Objective on the standardized achievement tests to reflect only entry statistics at the beginning of the program year at Lower East Side Prep and post-program statistics at school year's end as the only available source of reliable norm-referenced data on reading and mathematics. Abardonment of the notion that consistent reliable or complete data on a given standardized test battery will appear in the permanent records of a sufficient number of students at originating high schools, prior to their dropping out to yield a reference standard for the two adjacent years, is called for. Any other assumption for so diverse a student body for whom previous records are so incomplete and spread out in time, and many of whom are recent immigrants from China, is fantasy.

4. Modification of the Evaluation Objective on academic credits to be earned to account for second year students at the Prep School such that no significant differences are to be expected for second year students, but statistically significant differences are to be expected for credits earned only between first year Prep School students and their previous metropolitan high school record.

5. Develop a new set of proficiency measures for English-as-a-Second Language for language deficient bi-lingual students to replace the reading diagnostic

instrument used in this first year under Evaluation Objective #4, and which was probably an invalid measure.

B. Recommendations for Implementation and Operation of the Program

The basic operation of the Urban Prep School should be continued as described in the first year's design with the following modifications:

1. There should be no overlap of the third trimester (if a trimester system is used) into July. The school year should terminate by June 30th.

2. A student-faculty ratio of approximately 15:1 should be maintained with an instructional cost as close to $1.25 per student per instructional hour as feasible.

3. The learning and language laboratory function should be completed so that utilization of this facility will be fully operational during the second program year.

4. More complete utilization of audio-visual and programed instructional materials to foster: a. individualized instruction

b. mediated instruction — group and individualized

should be contemplated.

5. The work of the teacher-coordinator should be redefined to emphasize the coordination function and deemphasis on the teaching component. Said coordination should concern itself with more extensive ongoing records and monitoring of evaluation instruments internally in the Urban Prep School, and externally with complete student record maintenance at both the home high schools.

6. Separation of co-directorships into delimited director and assistant director functions should foster a more thoroughgoing single leadership to represent the school to the community, and to promote more efficient handling of personnel and budget matters in the Urban Prep School.

7. Improvement of coordination with the High School Projects Office and the Reimbursible Programs Unit of the Board of Education should facilitate ordering

of educational materials without extensive delays or disapprovals of previously budgeted items approved by the State Education Department to allow the program opportunity to function with maximum effectiveness.

8. Building of a stronger tutorial program that better accounts for teacher unassigned or out-of-class periods and that helps provide guidance to volunteer tutors. Tutors should be sought for who have had experience in education or who are engaged in related college programs as advanced students, and who will honor commitments to follow through on a regularly scheduled basis.

9. The administration should institute a series of teacher-training workshops aimed at improvement of instruction through better use of materials, and encouragement of innovative curriculum practices. Included in this in-service training should be an emphasis on specified objectives for individual lessons with feedback identified in terms of observable behaviors.

10. There should be stronger contact with the community not only with regard to meetings occasionally between a few key persons, but with respect to periodic broadcasting of information to the community as a whole by the school through use of media (print and electronic) as part of the process of publicity.

The project appears to have a strong viable core in recapturing, holding, and meeting an important need of some youth from the Lower East Side community, including Chinatown who have dropped out. Therefore, in spite of major problems in its first year of operation, the overall recommendation is that THE LOWER EAST SIDE PREP SCHOOL PROJECT BE REFUNDED FOR THE SCHOOL YEAR 1971-1972.

* * *

Appendix A

From: Staff Conference of Friday, 18th Dec. 1970

LOWER EAST SIDE PREP SCHOOL
(Formerly CHINATOWN ACADEMY)

TOTAL PROGRAM OUTLINE FOR 2nd TRIMESTER[1] -- JANUARY-MARCH 1 9 7 1

Day Based on Seven (7) 40 Minutes Periods 8:00 - 1:25 P.M.

Period (1)	Period (4)	Period (6)
Lang.Arts I (bilingual)*	Lang. Arts II	Public Speaking (m. t.)
W. Geog.	Lang.Arts II (bilingual)	Music (w. th. f.)
U.S. Hist. I	Eng. VI	Gen. Math I b
U.S. Hist. Ia	Gen. Math. Ia	Gen. Sci. I b
Algebra Ia	Biology	Span. II
Algebra II	Psychology	Typing (m. w. f.)
Span. I	Bookkeeping	Photog. (t. th.)
		Electives:**
		Hygiene
	LUNCH ca. 30 min.	
Period (2)	Period (5)	Period (7)
Eng. II	Eng. II a	Lang. Arts II a
Eng. IV	Econ.	Span. I a
Eng. VIII	Gen. Sci. I	Chem. II
W. Hist	Gen. Sci. I a	Bkkp & Cler. Pract. (Adv.)
W. Hist a	Gen. Sci. I b (bilingual)	Sociology
Asian Hist.	Chem. I	Art
Algebra I	Typing (m. w. f.)	Photog.
	Photog. (t. th.)	ASSEMBLY***
Period (3)		
Lang. Arts Ia (bilingual)		
Eng. I		
Black Hist.		
Anthropology		
Gen. Math. I		
Geometry		
Bookkeeping		

[1] Trimester = 13-5 day weeks.

NOTES:

*Bilingual Language Arts, and Science courses are given in Cantonese and English mostly for "Juk Kok" (Hong Kong born).

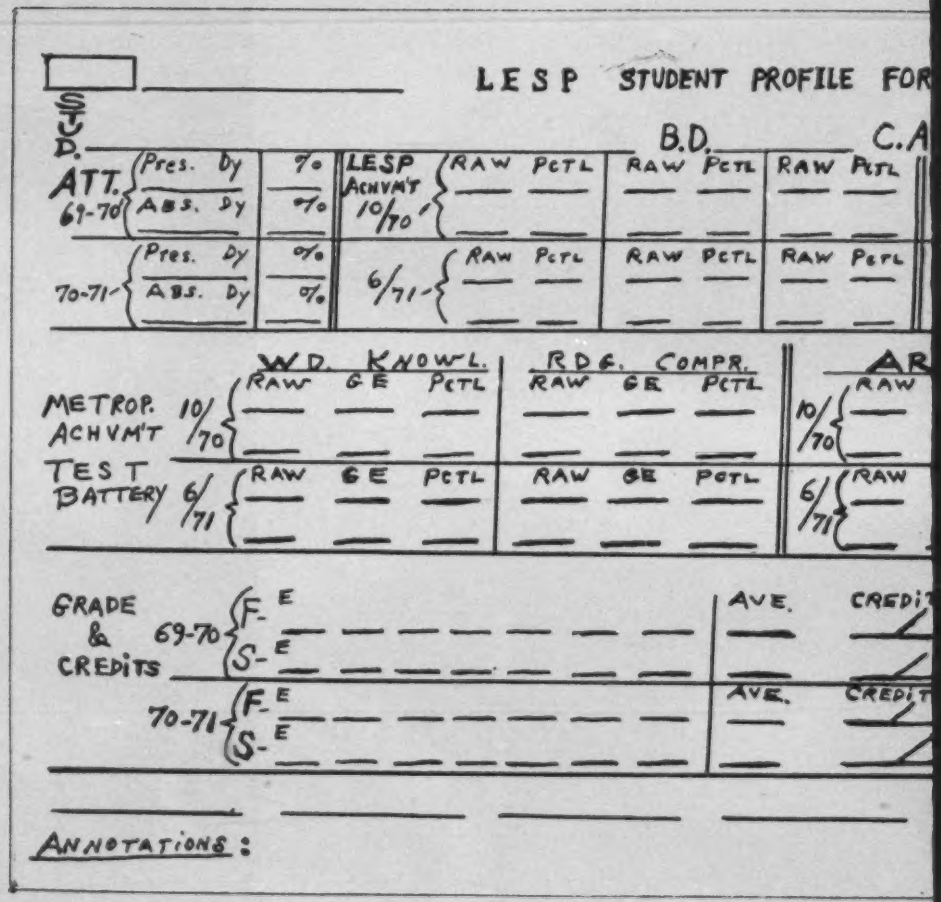
**Hygiene course to stress problems of narcotics and sex ed. to be given at noon by the chief Streetworker 3rd Quarter.

** Electives, Current Events or Philosophy were abandoned due to staff shortages.

*** Friday is ASSEMBLY day. At that time, Period (7) will be rotated to 8:00 A.M. the Period (1) slot. Periods (1-thru-6) will then be pushed up one period each in time throughout the day. ***

Appendix B

STUDENT'S 5" x 8" CARD PROFILE FORM



LESP STUDENT PROFILE FORM

B.D. _____ C.A. _____ GR. _____

Dy	%	LESP Achvm't	RAW	PCTL	RAW	PCTL	RAW	PCTL	Engl Prof.	Rdg	PCTL	Spk	PCTL	WR	PCTL
Dy	%	10/70							10/70						
Dy	%	6/71							6/71						
Dy	%														

	WD. KNOWL. RAW	GE	PCTL	RDG. COMPR. RAW	GE	PCTL	AR. COMPR.	RAW	GE	PCTL	AR. PROBL. RAW	GE	PCTL
							10/70						
							6/71						

		AVE.	CREDITS	%	
F-	E				
S-	E				
F-	E	AVE.	CREDITS	%	
S-	E				

(Notes Cont'd. on Back) →

Appendix C

SAMPLE "IN-HOUSE" ACHIEVEMENT TEST

G E N E R A L M A T H E M A T I C S

Score Basis:

Total = 100 points

$2\frac{1}{2}$ points each, Items 1-28

3 points each, Items 29-38

(No Partial Credit)

Perform the Indicated Operations:

1. $\begin{array}{r} 28 \\ +62 \\ \hline \end{array}$

2. $\begin{array}{r} 8588 \\ 765 \\ 89 \\ \hline \end{array}$

3. $\begin{array}{r} 69 \\ -5 \\ \hline \end{array}$

4. $\begin{array}{r} 2000 \\ -1896 \\ \hline \end{array}$

5. $\begin{array}{r} 72 \\ \times 4 \\ \hline \end{array}$

6. $\begin{array}{r} 5009 \\ \times 69 \\ \hline \end{array}$

7. $2\overline{)68}$

8. $26\overline{)8164}$

Reduce to Lowest Terms:

9. $\frac{4}{6} =$

10. $\frac{42}{60} =$

Fill in the Blanks:

11. $\frac{1}{3} = \frac{\quad}{12}$

12. $\frac{9}{16} = \frac{\quad}{80}$

Add:

13. $\begin{array}{r} \frac{1}{4} \\ +\frac{1}{4} \\ \hline \end{array}$

14. $\begin{array}{r} 5\frac{1}{5} \\ +6\frac{3}{10} \\ \hline \end{array}$

Subtract:

15. $\begin{array}{r} \frac{4}{7} \\ -\frac{1}{7} \\ \hline \end{array}$

16. $\begin{array}{r} 4\frac{3}{4} \\ -3\frac{1}{3} \\ \hline \end{array}$

Multiply:

17. $\frac{2}{3} \times \frac{1}{4} =$

18. $2\frac{1}{2} \times 3\frac{1}{4} =$

Divide:

19. $\frac{1}{2} \div \frac{1}{3}$

20. $2\frac{1}{5} \div 3\frac{2}{3}$

Perform the Indicated Operation:

21. $.7 + .2 + .5 =$

22. $29 + 10.04$

23. $.9 - .3 =$

24. $.8 - .425$

25. $4 \times .3 =$

26. $\begin{array}{r} .0083 \\ \times\ .04 \\ \hline \end{array}$

27. $3\overline{)9.6}$

28. $.043\overline{).09696}$

($2\frac{1}{2}$ points each Item)

(3 points each Item)

29. Change $\frac{3}{4}$ to a decimal.

Solve these Word Problems:

30. Cheuk's paycheck was $212.00. He had to pay $84.00 for rent and $25.00 for his telephone. How much did he have left over?

31. Rosario worked after school. If he worked $3\frac{3}{4}$ hours on Monday, $2\frac{1}{2}$ hours on Wednesday, and 4 hours on Friday, how many hours did he work altogether?

Solve these Word Problems (Continued):

32. Willis Reed, in a seven game series, scored the following points: 28, 35, 22, 14, 24, and 26. What was his average?

33. If a dozen bagels cost $1.43, what will one bagel cost?

34. How much will a trip over a distance of 12 miles cost at $7\frac{3}{4}$ cents per mile?

35. A piece of wood is $10\frac{1}{4}$ feet long and is cut into 6 equal pieces. How long is each piece?

36. Tommy Agee, at 36 times at bat, made ten singles, four doubles, one triple, and three home runs. What was his batting average?

37. An iarplane flies 858.2 miles in 2.8 hours. What is its average speed?

38. A butcher charged $7.44 for a certain piece of meat. The meat cost $.96 a pound. How much did the piece weigh?

* * *

8. Why did you come to L.E.S.P.?
   1. I was put on probation
   2. I wanted to come
   3. My parents wanted me to come
   4. My friends were coming here
   5. I had nothing else to do
   6. Other reason _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

9. Do you try harder now on your school work than before L.E.S.P.?
   1. Much harder 2. Harder 3. Same 4. Less hard
   5. Don't try at all

10. When you start working on a school problem now, what happens?
   1. Much more likely to finish it than before L.E.S.P.
   2. More likely to finish it than before L.E.S.P.
   3. Just as likely to finish it as before L.E.S.P.
   4. Less likely to finish it than before L.E.S.P.
   5. Much less likely to finish it than before L.E.S.P.

11. How do you feel about asking the L.E.S.P. teachers questions?
   1. Always easy to ask
   2. Most of the time easy to ask
   3. Sometimes easy to ask
   4. Most of the time hard to ask
   5. Always hard to ask

12. Do you feel you can do the school work given you at L.E.S.P.?
   1. Always 2. Often 3. Sometimes 4. Seldom 5. Never

13. The L.E.S.P. teachers have had
   1. More influence on me than anyone else
   2. A great deal of influence on me
   3. Some influence on me
   4. Little influence on me
   5. No influence on me

14. The L.E.S.P. Streetworkers have had
   1. More influence on me than anyone else
   2. A great deal of influence on me
   3. Some influence on me
   4. Little influence on me
   5. No influence on me

15. For the L.E.S.P. teachers, I have
   1. More respect than for anyone else
   2. A great deal of respect
   3. More respect than I have for a lot of people
   4. Some respect
   5. Little or no respect

16. For the L.E.S.P. Streetworkers, I have
   1. More respect than for anyone else
   2. A great deal of respect
   3. More respect than I have for a lot of people
   4. Some respect
   5. Little or no respect

17. The L.E.S.P. teachers have given me
    1. A great deal of help with my personal problems
    2. Some help with my personal problems
    3. Little help with my personal problems
    4. No help with my personal problems

18. The L.E.S.P. Streetworkers have given me
    1. A great deal of help with my personal problems
    2. Some help with my personal problems
    3. Little help with my personal problems
    4. No help with my personal problems

19. Of all the people you have met since coming to L.E.S.P., who would you most want to be like_ _

20. Did the way you want to get ahead in life change because of L.E.S.P.?
    1. Want to get ahead much more
    2. Want to get ahead more
    3. Want to get ahead about the same
    4. Want to get ahead less
    5. Want to get ahead much less

21. Have your plans for continuing school been changed in any way as a result of your being at L.E.S.P.?
    1. Now, much more likely to stay
    2. Now, more likely to stay
    3. Not changed--still will stay
    4. Now less likely to stay
    5. Now much less likely to stay
    6. Not changed--still will leave or not return to school

22. Did the way you feel about people in authority change because of L.E.S.P.?
    1. Like people in authority much more
    2. Like people in authority more
    3. Feel same way about people in authority
    4. Like people in authority less
    5. Like people in authority much less

23. How much like your regular school teachers are the teachers at L.E.S.P.?
    1. Much better
    2. Just as good
    3. Almost as good
    4. Not as good
    5. Much worse

    Why_ _

24. What did you expect to learn at the L.E.S.P.?

    _

    _

Appendix D

LOWER EAST SIDE PREP SCHOOL STUDENT QUESTIONNAIRE

NAME_____ Age____ Sex____ DATE_____

Grade in School_____ Number of Siblings___ Place in family___

What School were you attending before coming to the Lower East Side Prep?
_____ When?_____

If that was not a public school, what was the last public school you attended?
_____ When?_____

When did you start at the Lower East Side Prep School?_____

Who told you about the Lower East Side Prep School?_____

In the following questions the Lower East Side Prep School will be abbreviated to read, L.E.S.P.

1. How do you feel about the classes given at L.E.S.P.?
   1. Very satisfied 2. Satisfied 3. No feelings either way
   4. Not satisfied 5. Very unsatisfied

2. How well do you think your teachers at L.E.S.P. know you?
   1. Very well 2. Well 3. Hardly know me 4. Don't know me at all

3. So far, at L.E.S.P., do you think that you have learned
   1. A lot 2. Something 3. Very little 4. Nothing at all

4. Have your feelings about your future changed because of L.E.S.P.?
   1. Future will be a lot better 2. Future will be a little better
   3. Future will be the same 4. Future will be a little worse
   5. Future will be a lot worse

5. Has the amount of reading you do now changed since starting at L.E.S.P.?
   1. I do much more 2. I do a little more 3. Same as before
   4. A little less 5. Much less

6. For which of the following do you think L.E.S.P. best prepares you?
   1. Regular school 2. Full-time work 3. Job Corps
   4. College 5. Armed Service 6. None of these 7. Other (which)

7. Of the following, what do you think is the best reason for going to L.E.S.P.?
   1. To earn more money on the job
   2. To be able to understand better what is going on in the world and the city
   3. To be able to live a happier life
   4. To like art, music, literature more
   5. To keep off the street

25. How much of it did you learn?
    1. All of it
    2. A lot of it
    3. Some ot it
    4. A little of it
    5. None of it

26. In general, is the L.E.S.P. program different than regular school?
    1. Completely different
    2. Very different
    3. Somewhat different
    4. The same--no different

    If different, how is it different?_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

    _

27. Next year would you want to come back to L.E.S.P.?
    1. Yes
    2. Maybe
    3. No

28. Are you satisfied with L.E.S.P.?
    1. Extremely satisfied
    2. Very satisfied
    3. Somewhat satisfied
    4. Somewhat unsatisfied
    5. Very unsatisfied
    6. Extremely unsatisfied

    Why do you feel this way?_ _

_ _

_ _

Appendix E

____ Code

_____ 1971 Date

CHARACTERISTICS OF THE FACULTY
BY TEACHER INTERVIEW

_____ Name

Age Range: < 21 ___ 21 - 30 ___ 31 - 40 ___ 41 - 50 ___

Sex: M ___ F ___

Where Brought Up _____

EDUCATION: High School _____ Yrs.___ Diploma _____

College _____ Yrs.___ Degree _____

College _____ Yrs.___ Degree _____

Undergrad. Major(s) _____ Minor(s) _____

Graduate Major(s) _____ Minor(s) _____

Teacher Training: Yes__/No__ Where_____ Am't._____ (Yrs.) Kind_____

How did you first learn about L.E.S.P.? _____

Type of Appointment Held at L.E.S.P. _____

and Funding Source _____

SUBJECTS TAUGHT THIS YEAR _____

TEACHING METHOD USED: (and % of Time for ea.)
Recit. Q-A ___
Lecture ___
Demo ___
Self-Study ___
Seminar ___
Tutorial ___
Open-end Project ___
Combinat. ___

Do you assign Homework? Yes__/No__

How much? _____

How often? _____

LIKE MOST ABOUT L. E. S. P.

_____

_____

_____

LIKE LEAST ABOUT L. E. S. P.

_____

_____

_____

Describe Attitude Toward Students _____

Describe Attitude Toward Administrators _____

Describe Attitude Toward Fellow Staff: a. Teachers _____

b. Streetworkers _____

WORKING IN EDUCATION IS: a. An Interim Job _____

b. A Long-term Professional Commitment _____

Ten (10) Years from now, I expect to be Doing _____

ADDITIONAL COMMENTS: (Continue on Reverse Side) _____

* * *

Appendix F

L. E. S. P. INTERVIEW FORM FOR TEACHER PLACEMENT

1. What is your commitment to:
   a) Use of innovative teaching materials in your subject area(s)--
      e.g. programed instruction, teaching machines, single concept loop films, minilabs, microteaching devices, overhead projection, etc.
   b) Experimental ways for teaching and learning--
      e.g. team teaching, core curriculum, cluster classes, peer-tutoring, seminar, student project, individualized instruction, contract system, such as LAP & UNIPAC, open corridor, Trump System, etc.

   Must be willing to persistently try every one of these methods as called upon, and many more.

2. Accountability to:
   a) Putting in the full 7-hours daily as required under the State Urban Ed. funding grant that pays your salary, and signing the necessary time sheets to support every hour on-the-job.
   b) Signing your agreement to serve with the Prep School for the full academic year to June 30th, 1972.
   c) Willingness to be observed and monitored continuously by fellow teaching staff, administrative personnel, State funded evaluators, and other outside personnel during development of innovative teaching methods and with your use of standard and different teaching materials. (In short, if you regard your assigned classes and classroom, or any other aspect of your work here as your exclusive domain, and are unwilling or unable to work closely with many other personnel in the development of new and experimental instructional models, L.E.S.P. is not the place for you).
   d) Keeping formal records on every student--a record book--for their marks, progress, personality development, attendance, etc., including those who may leave--all year long.
      Keeping formal record of your daily teaching schedule--and making it available as continuous documentation of your development of newer and experimental teaching models--all year long.
   e) A thoroughgoing testing program of: (1) Pre/post Achievement Tests per Subject, (2) Standardized Tests for Reading and Mathematics increment, (3) Projective Work-Skills Inventory and Aptitude Testing, (4) Attitudinal Survey Testing--for Yourself and your students, several times each year to demonstrate potential growth and changes in attitude towards the profession, towards education, etc.
   f) Fellow faculty members--both teachers and administrators, in planning and carrying units and functions forward together (including responsibilities and coordinating functions outside your own classrooms) with continuous reporting back, modifying and improvement of procedures to and among the entire faculty.
   g) Working openly (without ego-hangups) with Streetworkers, Guidance Counselors, Dean, Reading Specialists, Speech Therapist, State-funded evaluators, visiting Principals of Home Schools, and others on specific student problems, both individual and class-wide.
   h) Willingness to allocate extra time from time-to-time to visit other Alternative Model Schools, Learning Resource Centers, and to represent L. E. S. P. at area-wide conferences (several per year--weekend) when so requested.

3. What is your commitment to moving All youth toward recognized diploma in terms of basic N.Y. State Requirements, as a means toward either college placement, the world-of-work, and family responsibility, regardless of students' ethno-racial background. In short, are you unreservedly willing to work with any student or faculty member or approved outside consultant, evaluator or other educator, regardless of group affiliation and without prejudice to his political affiliation, community position, religious affiliation, former background or current subculture and opinion position???

4. What subjects are you prepared to work with outside of your immediate specialty area???

==========

STANDARD RESUME INFORMATION WILL BE MAINTAINED ON EVERY APPLICANT

Personal Data, including marital status, age, Soc. Sec. #, File #
Telephone, Educational Background, and current course enrollments and degree programs
Related and Unrelated Work Experiences
Community Activities, past and present
Special Interest, Avocations, and Travel Experiences

==========

Appendix G

FACULTY END-YEAR REPORTS AND SELF-EVALUATION

To Teachers: June 1972

The acting administration has called for a summary of your work with recommendations for the coming year.

A. Components of summary:

1. Curriculum outlines and special materials you made. (List and file copy).

2. Number of students enrolled each trimester; number and percentage promoted each term.

3 a. Teaching methods that worked well and why!
b. Teaching methods that did not work well and why!

4. Specific recommendations for your subject for next year.

5. Faculty members chosing not to file report, state on paper why they consider it unecessary.

B. Needed areas of recommendations:

1. Overall planning.

2. Revised student regulations and sanctions for violations.

3. Student Forum (government) and participation in decision-making.

4. Determining minimum levels for student performance.

5. How to conduct teacher training workshops.

6. How to hold faculty responsible for teaching strategies, use of library and audio-visual materials, and for minimum student performance.

7. Ways to individualize work within classes and between classes.

8. How to get faculty to work together, put in their full time to 2:20 P.M. and spend more time working tutorially with students.

9. Putting down ideas for subject unit core, use of outside specialists, tutoring, team-teaching, "open corridor" learning, etc.

10. Better ways for rapid diagnosis of student's weaknesses at entry and better evaluation techniques.

11. Better ways to tap community resources for learning experiences than picnic type school trips as substitutes for learning where students duck out.

12. Better ways to have teachers keep records.

13. Experimentation with modular scheduling, including single and double periods.

C. Concerns of outgoing administration:

1. Inconsistent treatment of student infractions and disciplinary practices among the teachers.

2. Lateness by teachers, failure to sign time sheets, non-utilization of preparation and tutorial periods, and leaving early.

3. Excessive loss of students during third trimester, especially the Chinese students.

4. Failure of faculty to sit down and work out one useful core or team-teaching unit.

5. Excessively late start in tutoring students for Regents Exams, Dalton exams, and finals.

6. Neglect at going to outside sources for creative ideas, such as Resource Centers and other alternative schools.

7. Lack of definable control over: a. Teaching Input
   b. Student Output
   in innovative or experimental models for teaching and learning.

8. Where should we place the doctrine of ACCOUNTABILITY for the foregoing between the school and its funding sources, and between the school and the community???

The overall concern of the (acting) leadership is that the Prep School become something more than a "rap" school or Street Academy (glorified)--nothing less than a model experimental alternative school will do!

* * *

RECEIVED: 5 End-Year Faculty Reports from the 6 State Urban Education funded teaching personnel. The sixth person chose not to submit report, and resigned from the Prep School.